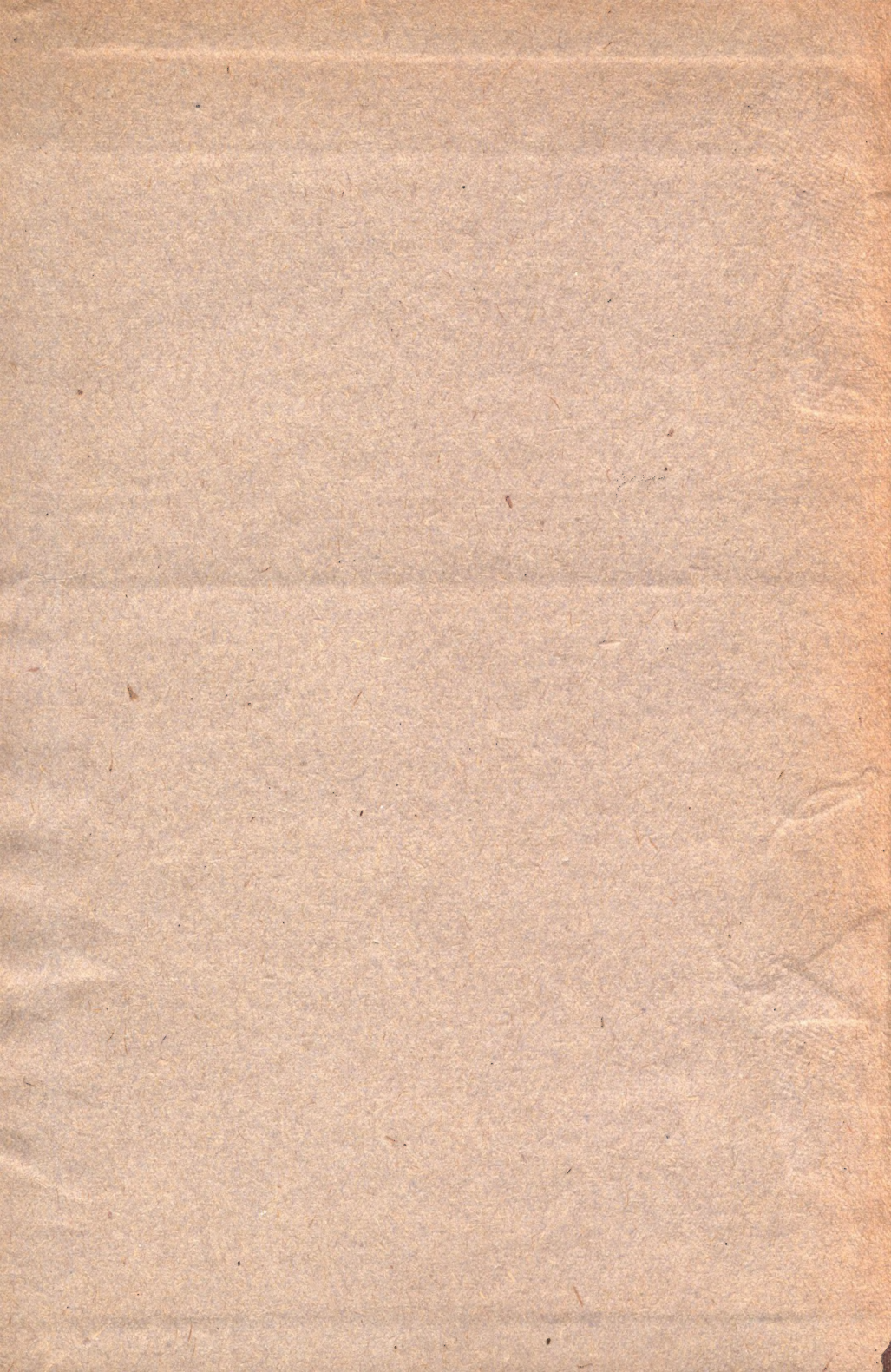


А.П.ВИНОКУРОВА

DIFFICULTIES  
*of*  
ENGLISH  
*for*  
RUSSIANS

УЧПЕДГИЗ  
1940



















**Л. П. ВИНОВАТОВА**

# **ТРУДНОСТИ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ РУССКИХ**

**ПОСОБИЕ ДЛЯ УЧИТЕЛЕЙ  
СРЕДНЕЙ ШКОЛЫ**

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**L. P. VINOUCUROVA**

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**A REFERENCE BOOK  
FOR TEACHERS**

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# PREFACE TO THE THIRD EDITION.

The third edition of the present book has been revised and enlarged in accordance with the suggestions made by the teachers of English of the First Pedagogical Institute for Foreign Languages in Leningrad. More attention has been paid to specific difficulties of English for Russians, especially in such parts as Word-Order, Concord, Uses of Tenses, Articles, as well as in Analysis. An attempt has been made to point out the peculiarities of English analysis from the point of view of Russian students. A great many exercises have been added to illustrate the rules.

*L. Vinocurova.*

Leningrad, 1940.

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## PART I.

# INTRODUCTION TO GRAMMATICAL CATEGORIES.

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## CHAPTER I.

### THE SENTENCE.

#### § 1. Definition of a Sentence.

Speech is made up of sentences. A sentence is a group of words so connected grammatically as to express a complete thought.

**Note.** In some cases a sentence may be a single word, the so-called sentence-word (назывное предложение), which also expresses a complete meaning; e. g. *fire, winter, Moscow*, etc. Comparatively few single words can make a sentence; such words as *table, she, going, to speak*, etc. are not sentences. On the other hand, the expression of a command or a request such as *come, go, speak*, are sentence-words as well as *yes* and *no*, which are sentence-equivalents. *Will you go there? Yes* (I will go there).

#### § 2. Kinds of Sentences.

Sentences are classified: I. according to the manner in which a thought is expressed; II. according to the structure of the sentence.

I. Depending on the manner in which a thought is expressed, we have the following kinds of sentences:

1. Declarative. Making a statement or assertion, such as: *You cannot hear anything where you are. This is an outdoor mass-meeting.*

2. Interrogative. Asking a question, such as: *Is it better now?*

3. Imperative. Giving a command or a request, such as: *Come over here!*

4. Exclamatory. Making an exclamation, such as: *What a lot of people there are here!*

**Note.** This classification of sentences is by no means exhaustive.

II. Depending on their structure, sentences are classified as Simple, Compound and Complex.

The Simple Sentence contains only one finite verb, i. e. it has one predicate; e. g. *Time flies. Life is short. Do you agree with me?*

**Note 1.** A Finite Verb is a verb which is limited with regard to person and number; e. g. *I speak, he speaks, we have spoken, they are speaking*, etc.

**Note 2.** The Infinite Verb refers to no definite subject at all and therefore has no number or person; e. g. *to write, to make* (infinitive); *writing, written; making, made* (present and past participles).

Infinitives and Participles are sometimes called Verbals.



The Compound Sentence consists of two or more simple sentences grammatically coordinated and expressing thoughts of equal importance; e. g. *Spring **has come** and the sun **shines** brighter, but the air is still cool. The weather is very bad, therefore it **is** better to stay at home. Will you **wait** for me, or **shall** I go alone?* (For a more detailed analysis see § 88.)

The Complex Sentence consists of a Principal Clause usually expressing the main thought, and one or more Subordinate Clauses expressing the dependent thought; e. g. *When spring comes, the sun shines brighter. As the weather is bad, it is better to stay at home. That is the man whom I wished to see.* (For a more detailed analysis see § 89.)

**Note.** Grammatical categories do not always coincide with logical categories; thus, in such sentences as: *I know that you are busy. I think I shall never clearly understand this. You must know that the air is never quite at rest,* the subordinate clauses seem to express the main thought.

A Clause is part of a longer sentence. Clauses may be: 1. Co-ordinate, or Independent; 2. Subordinate, or Dependent. (See examples given above.)

A clause should not be confused with a phrase.

A Phrase as part of a sentence is a group of words which makes sense, but not complete sense. A phrase does not contain a predicate; e. g. *We came home **at sunset**. While **crossing the street**, I met my friend. Our work **being over**, we can have some rest. There are many books **to be read**.* A Clause must contain a predicate; e. g. *We came home **when the sun was setting**. While I **was crossing the street**, I met my friend. As soon as our work **is over**, we can have some rest. There are many books **which must be read**.*

### § 3. Structure of the Simple Sentence.

There are two essential parts in every sentence:

1. The naming part—the Subject, consisting of a word or words denoting what we are talking or writing about.
2. The telling part—the Predicate, consisting of a word or words denoting what we say about the thing we are talking or writing about; e. g.

Subject	Predicate
1. Dogs	bark
2. The sun	is shining
3. It	will rain
4. I	am tired

A sentence consisting only of a subject and a predicate, i. e. the essential or primary parts, is called an unextended sentence. (See examples above).

The sentence: *Clever dogs learn many tricks very easily,* is an extended sentence, because in addition to the primary parts, i. e. the subject and the predicate, there are the secondary parts, i. e. the Attribute, the Object and the Extension.



The subject with its attribute forms the Subject Group (*clever dogs*), and the predicate with its object and extension forms the Predicate Group (*learn many tricks very easily*).

#### § 4. Elliptical Sentences.

Some sentences omit some part or parts which are necessary to the full form of a sentence. These are called elliptical sentences. Ellipsis plays a great part in English; e. g. *Sorry* (I am sorry). *Thank you* (I thank you). *Your name and address, please* (give me your name...). *I can, but I won't* (do it). *What if he is late* (what will happen...). *Have you ever been abroad?* — *Never* (i. e. I have never been abroad). *Peterhof, two return tickets* (I want two return tickets...). Also: *Good! Right! Enough! Really!* etc.

##### Exercises.

I. State which of the following sentences express a statement, question, command (request) or exclamation; put the proper punctuation mark at the end of each; point out the subject and the predicate in each; note the position of the subject and the predicate in every case:

- 1) Do you speak well 2) Do speak louder 3) You do speak well
- 4) How well you speak 5) To read good books is always pleasant 6) Is the meeting over

II. State which of the following sentences are simple, compound or complex; separate the compound and complex sentences into clauses and state the kind of clauses (principal and subordinate):

1. a) The parade, consisting of nearly 10,000 people, was half a mile long.

b) As the parade consisted of nearly 10,000 people, it was over half a mile long.

c) The parade being half a mile long, the traffic was held up for some time.

2. a) When we reached the town, the first thing we did was to ask where the Post-Office was.

b) On reaching the town, we first of all went to the Post-Office.

c) At last we reached the town, but it was already very late.

3. a) The application of steam to mechanics is one of the greatest inventions of our era.

b) Can you tell me when steam was first applied to mechanics?

c) Steam was first applied to mechanics in the 19th century and it has since been gaining wider and wider application.

4. a) They stayed so late that they nearly missed the last train.

b) They started too late; therefore, they missed the last train.

c) Having stayed so late, they nearly missed the last train.

III. Name the phrases in the following:

1) With your permission I should prefer to write on another subject.

2) We come here to study English. 3) The lecture being over, the students left the class-room. 4) Owing to the severe frost, the port is closed almost the whole winter. 5) Having no dictionary, I am obliged to use the



one in the reading-room. 6) The public library of our town is noted for its rare manuscripts.

IV. Write simple sentences using the following phrases:

within two hours; because of; according to; over the bridge; at nine o'clock to-morrow morning; what to do; of Moscow; having completed our plan; the room being cold.

V. Re-write the following elliptical sentences in the full form:

1) Strange. 2) Quick. 3) Nonsense. 4) Who did it? — I. 5) The school was divided into classes and the classes into sections. 6) So much for the plot of the story, what about its literary criticism? 7) How did you like the play? — Not at all. 8) How foolish of him! 9) Sweet to the morning traveller, The song amid the sky.

## CHAPTER II.

### THE PARTS OF SPEECH.

#### § 5. Classification of the Parts of Speech.

In order to express our thoughts, we use words in sentences. Words are classified according to the different functions they perform; thus, we have eight classes of words called Parts of Speech.

1. Noun—a word naming some object or idea; e. g. *woman, book, importance*, etc.

2. Pronoun—a word taking the place of a noun; e. g. *he, that, one*, etc.

3. Adjective—a word that limits or describes a noun or pronoun; e. g. *hot, heavy, our*, etc.

**Note.** Numerals do not form a distinct part of speech in English, but are classified under the heading of adjectives.

4. Verb—a word expressing either an action; e. g. *run, come*, etc., or a state; e. g. *be, exist, remain*, etc.

5. Adverb—a word modifying any part of speech excepting nouns or pronouns; e. g. *badly, never*, etc.

6. Conjunction—a word joining words, phrases, clauses and sentences; e. g. *and, because*, etc.

7. Preposition—a word showing in what relation one word stands to another; e. g. *at* (the table), *by*, etc.

8. Interjection—a word used independently of all grammatical relations to express feeling or to awaken attention or interest; e. g. *ah, alas, hallo, oh!*

#### § 6. Notes on Different Parts of Speech.

I. Nouns. Nouns are classified according to the following table (H. Palmer, "A Grammar of Spoken English").

Concrete	{	Common	{	class:	<i>man, boat, etc.</i>
				collective:	<i>fleet, crowd, etc.</i>
				material:	<i>steel, butter, etc.</i>
Abstract	{	Proper	{		<i>Peter, Leningrad, etc.</i>
					<i>fight, morning, sleep, etc.</i>



**Note 1.** No fixed line of demarcation exists between these kinds of nouns. Compare: *Beauty is everywhere* (Abstract). *This girl is such a beauty* (Concrete). *He is a baker* (Class). *Have you seen Baker* (Proper)? *This cup is made of tin* (Material). *We bought two tins of sardines* (Class). *Shakespeare is a genius* (Proper). *A strange idea came into his mind. He thought himself a Shakespeare* (Class).

**Note 2.** There is another principle of classification of nouns introduced by Otto Jespersen, a famous Danish professor; namely, all nouns are divided into countables (nouns that can be counted) and uncountables (nouns that cannot be counted).

Countables (class nouns) may be: 1) Common; e. g. *a boy—boys, a house—houses*, etc.; 2) Abstract; e. g. *a day—days, an hour—hours, an idea—ideas*, etc.

Uncountables may be: 1) Nouns of Material (mass names); e. g. *water, gold, copper, ice, grass*, etc. 2) Abstract Nouns; e. g. *music, importance, darkness, obedience, hatred, slavery*, etc. Uncountables may easily become countables affecting the semantics of the word. Thus, *sugars, teas, wines*, mean different sorts or varieties of these commodities; *slates*—tiles made of slate; *coppers*—coins made of copper; also: *differences*—points of difference; *impertinences*—acts or instances of impertinence. If we compare the sentence: *He is past all danger*, with: *Don't speak about past dangers*,—we see that countables are always more concrete.

The classification of nouns into countables and uncountables is of the greatest importance both for the use of articles and for concord.

II. Adjectives. An Adjective may be used: a) attributively: *a good book, a cold day* (see § 22); b) predicatively, as part of the compound nominal predicate (see § 12), e. g. *This book is good. The weather is cold.*

**Note.** Observe that some adjectives are used only predicatively. These are: *aware, alert, alive, ill* (in the sense of „больной“).

III. Verbs (the kinds of verbs).

1. Verbs are classified according to their use. Thus, we have two classes of verbs: Auxiliary and Principal.

The Auxiliary Verbs which mark distinctions of tense, voice and mood in the conjugation of a verb are the following: *be, have, shall (should), will (would), may, (might)* and *do*. Auxiliary verbs help to build analytical tenses in Modern English. *Be, have, shall (should)* and *will (would)* are tense-auxiliaries: *I am sitting. I have seen him. I shall see him. He will come to see me. He said he would come. Be* is also used as a voice auxiliary: *Electric trains are driven by electricity.*

*May, might, should, would*, are Mood Auxiliaries. They are used to form Subjunctive Equivalents (see § 12 and 66); e. g. *Strive that you may succeed. He strove that he might succeed. Should it be wet, I shall stay at home. If you had been there, this would not have happened.*

*Do* is used as an auxiliary in negative, interrogative and emphatic sentences; e. g. *I do not believe this. Do you believe this? Do believe me.*

Closely connected with auxiliaries are the Semi-auxiliaries or Defective verbs: *can, must, may, ought*; these, with the exception of *may*, do not help to form a tense, voice or mood of another verb.

They are called Defective because they are deficient in some of the forms that belong to other verbs.

The auxiliaries: *may, be, do, have, will (would)* and *shall (should)* are also used as Principal or Notional Verbs; i. e. they may express a complete meaning of their own.



## Auxiliary.

*Have* you had your dinner?

The expedition *is* going north.

She *will* come to see me.

I *shall* see you.

We come here that we *may* learn.

## Principal

At what time do you generally *have* your dinner?

We shall *have* to change in Moscow (obligation).

There *are* many kinds of mosses in the North (existence).

*Are* you to change in Moscow? (obligation).

I *will* do it (determination).

You *shall* see me (command).

*May* I take your book? (permission).

**Note 1.** The verb *have* used as a principal verb expresses a customary action and takes *do* in the interrogative and negative forms; e. g. *What do you have for breakfast? How many lessons a week do you have?* Also in: *What do you have to do in the morning?*

**Note 2.** The verbs *can, must* are always principal verbs.

2. Verbs are also classified according to their relations to objects. Thus we have Transitive and Intransitive verbs.

A Transitive verb is a verb that takes a direct object; e. g. *Ask your sister. Bring it here.*

An Intransitive verb is a verb that does not need or cannot take an object; e. g. *The tree falls. We live.*

Many verbs are used both transitively and intransitively depending on the meaning.

### Transitive

*We are studying French.*

*Do write a letter to me.*

### Intransitive

*We are studying*,—i. e. engaged in study.

*Don't write so much.*

**Note.** Most characteristic of Modern English is the ease with which an intransitive verb may be used transitively and the other way round; e. g.

### Intransitive.

*Soldiers marched.*

*He stood motionless.*

*He runs very quickly.*

### Transitive.

*I was marched up and down the room.*

*He was stood in the corner.*

*He runs a motor-car.*

### Transitive.

*I give lessons.*

*He broke the window.*

### Intransitive.

*Don't give in.*

*The wheel broke down.*

3. In sentence construction we have a further division of verbs, viz: Verbs of Complete Predication, each of which by itself makes complete sense; e. g. *Birds fly; winds blow; I read well.*

Verbs of Incomplete Predication do not by themselves make complete sense; e. g. *That seems absurd. He is a communist. She grows tired.* These are intransitive verbs requiring some word or words to complete their meaning. (See § 12.)



### Exercises.

I. Name the parts of speech in the following passage:

In very early times the only uses to which land was put were hunting and pasturage. People lived in small tribes; life was very unsettled because each tribe was constantly trying to secure the cattle of its neighbours.

II. Point out the nouns in the following passage, stating their kind:

The steamship "Soviet", laden with flax and timber, was leaving the port. A well-disciplined crew was working hard under the direction of Captain Ivanoff, who was busy directing work on the upper deck. Those sailors who were making their first trip were in a state of great excitement.

III. Which of the following verbs are auxiliary and which are principal?

1) I *do* much work. I *do* work much. 2) *Is* he coming? There *is* much coal in the Donetz Basin. 3) We generally *have* our meetings in the evening. *Have* you been to the meeting? 4) You *shall* do it. I *shall* come to see you.

IV. Which of the following verbs are transitive and which intransitive?

1) Don't *run* so quickly! It is not easy to *run* a lathe. 2) How many books have you *read*? This book *reads* quite well. 3) My shoes begin to *give*. I can *give* nothing. 4) I don't *feel* well to-day. *Feel* my pulse. 5) We *water* the flowers. My mouth *waters* at the sight of tasty things.

V. Make sentences using the following verbs:

lie, lay; rise, raise, rouse; fall, fell; sit, set.  
Say which of them are transitive and which are intransitive.

VI. Which of the following verbs are of complete and which are of incomplete predication?

1) Do you often *get* letters from your father? Don't *get* excited. How is your work? Oh, thanks, I am *getting on* pretty well.

2) Grapes do not *grow* in our latitude. You *grow* thinner and thinner. Our kolhozes *grow* different crops.

### § 7. A Word used as Various Parts of Speech.

The meaning of a word is closely connected with the function it performs.

In the following sentences each word in heavy italics has several functions.

1) *Copper* is a metal. A new *copper* mine has just been opened. They are going to *copper* these plates.

2) *Milk* is a healthful food. On many of our collective farms they *milk* cows by electricity.

Compare:

1) May I take this *paper*? (s). I am going to *paper* my room (v.).  
2) We have *just* finished our work (adv.). It is a *just* remark (adj.).  
3) Such a *still* evening (adj.). We *still* have much to do (adv.). 4) I have not *yet* finished this novel (adv.). I have not yet finished this novel, *yet* I am going to give it back (conj.). 5) He will be there *after* six



(prep). *I shall tell you my opinion **after** I have seen the **play*** (conj.). 6) *As it is very late, we had better go by tram* (conj.). *It is not such an interesting lecture **as** I expected* (rel. pron.). *I thought **as much*** (adv.). 7) *I know **that** you are busy* (conj.). *The student **that** is speaking is very gifted* (rel. pron.). *The climate of Moscow is better than **that** of Leningrad* (demonstr. pron.). *Take **that** chair* (demonstr. adj.). 8) *One lesson is not enough to improve one's pronunciation* (adj.). *You say **that** you do not like this picture. Shall I show you a better **one**?* (pron.). *One should take care of one's health* (pron.). 9) *You can remain, **but** I shall go* (conj.). *They all remained **but*** (except) *the secretary* (prep.). *This worker is **but*** (only) *one of the many heroes of labour* (adv.). 10) *Exercise is the **only** way of keeping in good health* (adj.). *We do not speak, we **only** read* (adv.). 11). *This is **the** man I have just seen* (art., disguised adj.). *The more, the better* (adv.).

### Exercises.

I. Name the parts of speech of the words written in italics:

1) He was *in* the room. He walked *in*. 2) This story is *very* amusing. He is the *very* man I want to see. 3) He has *more* money than I. This picture is *more* beautiful than that. 4) Hundreds of unemployed were standing *about* waiting for work. We were talking *about* the unemployed in England. 5) The *above* remarks, as we have noticed *above*, apply *above* all to the third point. 6) It was done in a *like* manner. I *like* it very much. Try to read *like* your teacher. We have never seen the *like*. 7) Give me a *half*. *Half* measures are of no use. The toast was *half* burnt. 8) We have never seen such things *before*. Shall I see you *before* ten? I shall not go to bed *before* I have finished these exercises. 9) *Either* John or Peter will call for you. Here are two boxes, you can take *either*. There are houses on *either* side of the road. 10) *No* man has seen him. You are *no* better for it. 11) You can take *all*. *All* the books are covered with dust. The books are *all* covered with dust.

II. Form sentences to show that the words in italics may be used as different parts of speech:

1) *Back*—as a verb, adverb and noun. 2) *Calm*—as an adjective noun, verb. 3) *Round*—as an adjective, noun, adverb, preposition. 4) *For*—as a preposition and a conjunction. 5) *Even*—as an adverb, adjective, verb. 6) *Some*—as an adjective and a pronoun. 7) *Little*—as an adjective, noun, adverb. 8) *Any*—as an adjective, adverb. 9) *What*—as a pronoun, conjunction, adjective. 10) *Off*—as an adverb, preposition.

III. Make sentences showing the following words as different parts of speech:

*left, past, while, since, mine.*

IV. Make sentences using the following expressions:

*so much the better; so much the worse; the sooner, the better.*

V. Name the parts of speech of the words written in italics. What parts of speech are they originally?

1) Don't let the children *finger* these instruments. 2) We shall *carpet* the room. 3) The captain must *man* the boat. 4) A selfish man knows how to *father* his own interests. 5) They will *paper* the wall.



## PART II.

# SYNTAX OF THE SENTENCE.

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### CHAPTER III.

### ANALYSIS OF THE SIMPLE SENTENCE.

#### § 8. The Subject.

##### Ways of Expressing.

The subject of a sentence is either a noun or noun-equivalent. If the subject is a declinable word, it stands in the nominative (subjective) case.

The subject may be expressed by:

1. A Noun: *The sun is shining.*
2. A Pronoun<sup>1</sup>: *He lives in Moscow. Who has done it? It is I. This is my opinion. Somebody is knocking.*
3. An Adjective or Participle used as a noun (substantivized adjectives and participles): *The rich cannot be friends of the poor. Black suits you best. The dying and the wounded were given immediate aid. "The evil that men do lives after them. The good is oft interred with their bones." (Shakespeare.)*
4. A Numeral used as a noun: *Five is more than three.*
5. An Infinitive or an Infinitive Phrase used as a noun. *To work is the way to win. To read good books improves the mind.* (See § 72.)
6. A Verbal Noun, a Gerund or a Gerundial Phrase: *The reading of good books improves the mind. Walking strengthens the body. Reading good books improves the mind.* (See § 78.)
7. Any part of speech used as a noun: *Yes is an adverb. B is the second letter of the alphabet.*
8. A group of words (a noun-phrase):  
*Three plus three are six. In an hour will do.*

**Note 1.** A clause may also be used as a noun to form the subject of a sentence: *How primitive man lived can only be imagined*, — is equivalent to: *The mode of life of primitive man can only be imagined.* (See § 91. The Subject Clause.)

**Note 2.** In the construction: *There is nobody at home*, the real subject — *nobody* — is anticipated by an introductory word, the adverb *there*.

*There is much time left. There are many people here.*

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<sup>1</sup> In Modern English pronouns are the only words which have a distinct form for the nominative case.



## § 9. Peculiar Use and Meaning of the Following Pronouns Serving as Subjects: *it, one, they, we, you.*

The pronoun *it* is widely used as a subject in Modern English with a clear differentiation in function and meaning.

1. The demonstrative *it* is close in meaning to *this* and is translated into Russian by „это“; e. g. *Who is it? It is Mary. Somebody said it, but I do not remember who it was. I hear a terrible noise. What is it? It is the children amusing themselves.*

In these examples *it* points out a person or thing that is presented rather vaguely at first, but is later identified by a predicative noun.

2. The impersonal *it* does not represent any definite person or thing either expressed or understood. We find it:

a) With verbs expressing the state of the weather (impersonal verbs); e. g. *It snows, it rains;*

b) In sentences containing adjectives that describe the temperature or the weather generally; e. g. *It is cold to-day; it is warm, etc.;*

c) In sentences expressing time and distance; e. g. *It is eight o'clock. It takes me two hours to get there. How far is it to the station?*

**Note.** In sentences denoting a state of things generally, the plural nouns: *things, matters* often do the duty of the indefinite *it*; e. g. *Things are getting worse and worse. How do matters stand between you and him?*

d) With the verbs: *to chance, to happen, to appear, to seem, to turn out*, in non-personal constructions; e. g. *It thus appears that the chief basis of French is the popular Latin. As a rule the child was never left alone, but that day it chanced that there was nobody in the room.*

3. The introductory or anticipatory *it*. The pronoun *it* is often used as an introductory or formal subject, because, although it is a subject in form, it only introduces the real subject which follows: *It is pleasant to lie in the sun*—is equivalent to: *To lie in the sun is pleasant. As it rains, it is much better to go home. It is hard work keeping the child quiet.*

**Note.** In complex sentences: *It is quite probable that he is in Moscow. It is certain that he will succeed.*

4. The introductory emphatic *it*. One of the ways to emphasize the subject or other parts of a sentence is the use of the introductory emphatic *it*. Instead of saying: *Peter did it. We came home at 5 o'clock*; in emphatic constructions we say (as in Russian): *It was Peter who did it. It was not until 5 o'clock that we came home.* (See § 34).

Note that in this case *it* is translated.

The pronouns *one, they, you* and *we*, having the same general or indefinite force used as indefinite subjects, correspond to Russian indefinite-personal clauses (неопределенно-личные). *It seems to be very cold to-day. So they say. As long as one is young in spirit one easily acquires new friends. We don't like to be laughed at. You don't like to be laughed at.*

**Note.** *They* is used when the speaker is excluded; *one* — when the speaker is included.

There is also what is called the “editorial” *we* (the same as in Russian) used by members of the editorial staff, by writers and reviewers of



books; e. g. *As we have said before, the influx of French words into the English language was especially great in the fourteenth and fifteenth centuries.*

## § 10. The Subject in English and in Russian Sentences Compared.

Though the ways of expressing the subject in Russian and in English are, in the main, the same, the following points of difference may be traced:

1. The subject expressed by a gerund, a gerundial phrase: *Walking quickly is good exercise. Deceiving people is bad. Her deceiving me so often is really too bad. Her having deceived me was really too bad.*

Note that the gerundial phrases in the last two examples correspond to clauses in Russian: то, что она меня обманывает...

2. The wide use of impersonal, introductory and indefinite subjects in Modern English, that is quite unknown in Russian. *It is growing colder and colder. It is necessary to go there at once. They say it is very cold to day.*

Impersonal (безличные) as well as indefinite-personal (неопределенно-личные) constructions in Russian become personal in Modern English.

### Impersonal.

Мне холодно.

Ему стыдно.

Кажется, что эта книга очень интересная.

### Personal.

*I am cold.*

*He is ashamed.*

*The book seems to be very interesting.*

### Indefinite-Personal.

За доктором послали.

Видели, как человек открыл дверь и вышел на улицу.

### Personal.

*The doctor was sent for.*

*The man was seen to open the door and go out into the street.*

3. The wide use of the subject expressed by a group of words (a phrase): *Half an hour later is just the time to go out. His I shall-do-it-to-morrows kept him behind the others.*

This construction, the so-called quotation nouns, is hardly met with in Russian.

4. The subject expressed by possessive noun-pronouns and nouns in the possessive case: *Mine is a happy lot (my lot is a happy one). Mrs. Gummidge's is a fretful disposition. Yours of the 18th has just reached me. (Your letter.) My house is here. The doctor's is on the other side of the road. (The doctor's house.) St. Paul's is a beautiful building. (St. Paul's cathedral in London).*

## § 11. Summarized Classification of Subjects.

In addition to the general terms, the subject-group and the subject-word (see § 3), a detailed analysis may require the specification of:

1. Impersonal, introductory, and indefinite subjects (see the preceding paragraphs);



2. The compound subject (referring to one person or thing). *My friend and adviser is away. The needle and thread is lost. A cup and saucer stands here. A coach and four was at the door.* (Note that the verb is in the singular.)

**Note 1.** The following groups of words written with hyphens belong here too, though they may also be considered as compound nouns: *bread-and-butter, whisky-and-soda, rice-and-curry.*

**Note 2.** Observe that in Russian we generally use *with* in the above-mentioned examples and not *and*; e. g. Иголка с ниткой; чашка с блюдцем; хлеб с маслом.

3. The compound subject should not be confused with the co-ordinated subject: *A coach and four horses were sold at once. The bread and the butter are on the table.*

Note that the verb is in the plural. (See § 37, 2.)

**Note.** The type of Russian co-ordinated subjects: *Дед с бабой вошли в избу. Полкан с Барбосом на солнце лежать грелись,* — seems to be less popular in English. It is more natural to say: *Polkan and Barbos*, etc., though *with* in the sense of *and* may sometimes be met with; e. g. *A white-spotted hen with half-a-dozen chicks are in the yard.*

4. The Grammatical and the Logical subject. *Everybody laughed at me. A bullet wounded him. Everybody and a bullet, as doers of the action, are both grammatical and logical subjects. I was laughed at by everybody. He was wounded by a bullet. I and he are only grammatical subjects, the logical subjects in the same sentences being by everybody, by a bullet.* Other terms used for the same categories are: the active subject and the passive or converted subject.

### Exercises.

I. Point out the subject in the following sentences, and state by what it is expressed:

1) What a charming dress you have bought. 2) What is written in this letter? 3) Reading small print too much hurts the eyes. 4) There can be no doubt about it. 5) "And" is a conjunction. 6) To fight for our country is our duty. 7) His loud "how-do-you-do's" get on my nerves. 8) You leave that dog alone. No good will come of it. 9) His frequent comings and goings are always unexpected. 10) One is better than nothing.

II. Define the nature of *it*:

1) It is good for us to be here. 2) Somebody is coming up the road. Oh, I see now, it is Mary and John. 3) It is Mary and John who will come to see you. 4) It snowed very hard that day. 5) It is getting on for ten o'clock.

III. Define the kind of subject (indefinite, impersonal, compound, co-ordinated, converted):

1) One should take care of one's health. 2) Rice-and-curry is a popular dish in India. 3) The side *A* with the sides *B* and *C* compose the triangle. 4) Trams are driven by electricity. 5) As we have said before, this event is not of very great importance. 6) It is getting a little warmer.



## § 12. The Predicate.

### Forms of the Predicate.

The predicate may be:

- I. Simple (verbal).
- II. Compound nominal.
- III. Compound verbal.<sup>1</sup>

I. The Simple (verbal) predicate is expressed by a finite verb with a complete meaning, i. e. of complete predication. The finite verb may stand in a simple tense-form, or in a compound tense-form. It may be an intransitive or a transitive verb; e. g. *The sun shines. We are sitting in the garden. I have finished my work. Snow covers the ground. Shoes are made of leather.*

II. The Compound (nominal) predicate consists of a finite verb of incomplete predication, i. e. a link-verb (a copula) and a predicative (a nominal part) expressed by different parts of speech, i. e. a predicate noun, a predicate adjective, a predicate pronoun, etc.; e. g. *Levitán is a great Russian artist. His paintings are famous. The weather is keeping fine. The rumour has proved false.*

The link-verb performs the function of predication merely in a formal way; thus the predicative serving as the real predicate plays the significant part of a compound predicate.

In Modern English there are a large number of link-verbs or copulas which may be classified as to their relation toward the copula state into three distinct but unequal groups:<sup>2</sup>

1. A link-verb devoid of any concrete meaning, or practically meaningless, only serving to connect the subject with the nominal predicative. This is the verb *to be*, the oldest and most common of the copulas; e. g. *Moscow is a beautiful town. Kutuzov was one of the greatest Russian generals. I am ready to help you.*

Caution 1. The verb *to be* may also possess a concrete meaning, in the sense of *exist*. Then it forms a simple predicate: *Where is my hat? It is on the table. There are many beautiful buildings in Lenin-grad.*

Caution 2. The verb *to be* + the past participle of a transitive verb may form a simple predicate and a compound predicate.

We have a simple predicate when *to be* + the past participle forms the so-called actional passive, denoting an act as a whole. (See § 56.)

We have a compound predicate when *to be* + the past participle, which is, in fact, a mere predicative adjective, forms the so-called statal passive. (See § 56.)

The Simple Predicate.

*Letters are generally written in ink* (пишутся).

*Houses are generally built of stone* (строятся).

The Compound Predicate.

*The letters are written; you can take them to the post-office* (написаны).

*This house is built well* (построен).

<sup>1</sup> Another term: The Double, or Complex Predicate.

<sup>2</sup> Пешковский. Русский синтаксис в научном освещении.

<sup>2</sup> Винокурова, Л. П.



Caution 3. The verb *to be* + the past participle of an intransitive verb should be considered as a simple predicate expressed by a compound tense-form: *Mary is come* — means *Mary has come*. (See § 45, IV, Note.)

2. A very numerous class of intransitive verbs used as link-verbs with a half concrete meaning. These verbs connect the subject with the predicative just as the verb *be* does, but like ordinary verbs they also denote some action or state. The verbs of this class have lost a part of their concrete meaning in varying degrees; the more they lose their concrete meaning, the nearer they stand to the copula *be*.

In this class we have: a) copulas nearest to *be*: *seem, appear, stand, remain, rest, keep, lie, look, feel, smell, taste*; b) the copula *become* and its equivalents: *grow, get, turn, go, fall, run, prove, etc.* *She seems (looks) tired. He remained silent. They stood (were) quite amazed. The weather keeps dry and hot. He feels better. The rose smells sweet. He became a teacher. My father is growing old. The rumour has proved false. The cow has run dry. She fell ill.*

3. Link-verbs with concrete meanings in certain combinations: *die, live, fall, leave, part, go, work, marry, return, etc.* *He lived a bachelor* (he lived as a bachelor). *She died young* (she died when she was young). *We parted friends. He left a young boy and returned a grown-up man. She worked as a secretary. The snow is falling thick.*

III. The Compound Verbal predicate. Closely parallel to the compound nominal predicate there is the Compound Verbal predicate, the significant part of which is expressed by a verbal (an infinitive or a gerund); e. g. *I can help you. You may go. You must come. She may come in. Everybody is to be present. They have to go there absolutely.*

In these sentences the auxiliaries and the defective verbs denote: duty, obligation, permission, warning, possibility, volition, etc., and have an independent meaning of their own (see § 6, III).

Note 1. Some grammarians consider infinitives after auxiliaries and defective verbs as objects. Modern E. — *shall*, O. E. *sculan* — a transitive verb. Modern E. — *can*, O. E. *cunnan* — a transitive verb.

Note 2. In the constructions: *You had better go there. Let him come in* — we have what seems to be the same kind of predicate.

#### The Simple Predicate.

*Have you done it?*  
*I said I should write him a letter.*  
*Are you coming?*  
*I shall scold you.*  
*May you be happy.*

#### The Compound Verbal Predicate.

*You must be here at 9 a. m.*  
*You have to do it all the same.*  
*He should not smoke here.*  
*He ought not to smoke here.*  
*You are to come down at once.*  
*You shall be scolded.*  
*Can you speak French?*  
*May I help you?*

Caution. Russian students are liable to confuse *have* with *be* + the infinitive.

1. *To be*, the weaker of these verbs, is used to express: a resolution, an arrangement or appointment made by somebody other than the speak-



er or the person spoken to, as well as an arrangement by nature. In most cases it corresponds to the Russian — „должен“, „обязан“; e. g. *The doctor says the patient is not to be worried. We were to go by train. The day broke, the day which was to decide the fate of the besieged castle.*

In some sentences *be* loses its force and is then close in meaning to *can*, *may*, or *ought*; e. g. *Where is it to be found?* (где это можно найти?) *It is not to be found anywhere* (нигде нельзя найти). *It is to be feared that the flyers are lost* (нужно опасаться).

2. *to have* + the infinitive is used:

a) to express a task or official duty;

b) a power beyond the subject's control;

c) the necessity of a condition, i. e. it corresponds to the Russian „приходится“, „быть вынужденным“ e. g.

*I have to admit my error. The ice began to give way so quickly that the polar expedition had to break up camp at once. If you wish to catch the train, you will have to run for it.*

3. The following groups of verbs form another kind of compound verbal predicate with an infinitive or a gerund:

a) *be forced*, *be compelled*, *be inclined* (to do something), *be going to do something*, *happen to*, *chance to*, *come to be*, *begin to be*; e. g. *The enemy was forced to withdraw. We are going to see a new film. I happened to see him twice. Printing began to be known in the 14th century. How did he come to be so obstinate?*

b) *Go on reading*; *keep on talking*; *cannot help laughing*.

### § 13. Russian and English Predicates Compared.

The following are some constructions peculiar to the English predicate:

#### I. The Simple Predicate.

1. The construction with the introductory *there* + a verb; e. g. *There is a book on the table. There were people at the meeting.*

2. A wide use of verb-compounds and group-verb predicates,<sup>1</sup> peculiar to English idioms.

a) Verb-compound: *Put an end to*; *make use of*; *catch sight of*; *set fire to*, etc.

b) Group-verb predicates rapidly growing in use in spoken English.

These are combinations of the verbs *have* and *give*, where *have* and *give* have lost their original meaning, + nouns expressing action, e. g. *When he came home, he had a good wash. Let us have a smoke; have a swim; have a talk; give a cry; give a kick; have a look at*; etc.

**Note:** The verbs *have* and *give* in the above-mentioned examples being originally link-verbs, may be considered as forming a compound verbal predicate of the type: *He can go there.*

#### II. The Compound Nominal Predicate.

1. The use of the link-verb *be* in the present, whereas in Russian we have what is called ‘нулевая связка’: *Ivanov is a student.* Иванов — студент.

<sup>1</sup> This term is used by H. Palmer in his *A Grammar of Spoken English*.



2. A more extensive use of extremely varied link-verbs (about sixty), standing in different combinations: *Your button works loose* (у вас отывается пуговница). *We ran short of money* (у нас вышли деньги). *This stuff will soon wear thin* (эта материя скоро изнашивается). *The door banged shut* (дверь захлопнулась).

### III. The Compound Verbal Predicate.

On the one hand, we should note a variety of analytical forms in English: *I am to go*; *I have to go*; instead of: *I must go*. *He came running out of the wood*; instead of: *He ran out of the wood*. *She sat smiling*; instead of: *She was smiling*.

On the other hand, we should note the more limited use of the compound verbal predicate in English in comparison with Russian. Thus, the infinitives in the sentences: Я хочу пойти (*I want to go*); я пытался, я старался пойти (*I tried to go*) are considered as objects in English, thus forming the simple predicate; whereas in Russian these combinations are classified as a special type of the compound verbal predicate (Бархударов, Синтаксис).

Such combinations as: *Stop talking*; *give up smoking*; *go on talking*; *he kept laughing*; *continue reading*, or *to read*; *he ceased working*, or *to work*; *she began playing*, or *to play* are considered to be compound verbal predicates in Russian. In English they may be analysed in two ways: as compound verbal predicates, or as simple predicates with infinitives and gerunds taken as objects. The first is to be preferred.

### Exercises.

I. Supply predicates for the following subjects:

1) A finite verb with a complete meaning: Shakespeare; the unemployed; the sun. 2) The verb *to be* and a noun: the Soviet Union; Karl Marx; electrification. 3) The verb *to be* and an adjective: green apples; to bathe in the sea; coal ... for industry.

II. Point out the predicates in the following sentences. State whether they are simple, compound nominal or compound verbal:

Odessa is in the southern part of the Union. It is situated on the sea-shore. We are to be there by June. Can you go there with us too? I have never seen it myself. Do come. Our plan is to go to Sochi first.

III. Find the simple, compound nominal and compound verbal predicates. Note the difference in translation and state by what each predicate is expressed:

1) She was to dine with us alone. Our plan was to dine alone. 2) Our intention is to go to the country as soon as possible. He is to go there too. 3) His wish is to stay at home. Who is to stay at home? 4) The men had a quiet smoke on the balcony. They had smoked all the cigars. Nobody took notice of them. 5) The door is closed, you cannot go out. Our door is closed at 11 p. m. 6) Many people were killed by the explosion. It is of no use, the man is killed (dead).

IV. Insert *have* or *be* + the infinitive:

1) If we ... to be here by nine, we shall ... to be quick. 2) I ... to write a great many letters every day. 3) As the chairs were much used



they ... to be new-bottomed at least once in three years. 4) Shall I post this letter for you? I ... to go out all the same. 5) No animal life ... to be found at the Poles. 6) She was so upset that she ... to bite her lips to keep from crying. 7) Where ... it to be found? It ... not to be found anywhere. 8) She knew that an answer would ... to be written all the same. 9) The concert ... to take place yesterday, but it was put off. 10) When the Soviet aeroplanes appeared on the scene, the enemy ... to retreat. 11) As it was very late, we ... to go home. 12) Mother says that you ... to go too.

## § 14. Predicatives.

### Definition and Ways of Expressing.

The Predicative, i. e. the significant part of the compound predicate, denotes either:

a) What the subject is, was, will be or may become at the time of speaking: *My brother is **an engineer**. He was appointed **director** of our institute.*

b) The state in which the subject or the object is, was or may be; e. g. *He is **asleep**. We found him **asleep**. When we come home, dinner will be **ready**.*

The Predicative may be expressed by different parts of speech used after intransitive verbs with a copulative meaning (see p. 77):

1. A Noun or Pronoun in the nominative (subjective) case; e. g.

a) *I am **a teacher**. It is **a table**. He grew up **a fine strong boy**.* (In Russian творительный падеж — мальчиком.)

b) *This idea is **mine**. It cannot be **he**. It is **I**. You help **everybody**. I am not like **that**.*

2. An Adjective, a Participle or a Numeral; e. g. *The lecture was **interesting**. He lay **sick** in his room. The snow falls **thick** (падает густой шер). It was **necessary** to go there. I feel **bad**. Rest **assured**. She was greatly **pleased**. We are **three**. And how **many** are you?*

**Note.** Observe the use of adjectives instead of adverbs after link-verbs.

In *feel* and *look well*, — *well* is no longer an adverb, it is an adjective capable of being used only predicatively, the same as in: *I feel **poorly**, I feel **ill**.*

3. A Noun or Pronoun with a Preposition (a prepositional phrase); e. g. *He is **against this proposition**. He is **in grey**. It is **of great interest** to me.*

**Note.** In Modern English the preposition *of* is often omitted, especially in questions; e. g. *What colour is her hair?* instead of: *of what colour is her hair?* *What size is the boat?* *What age is he?*

4. An Infinitive or an Infinitive Phrase. *To unite is **to win**. You seem to write **English well**. Our plan was **to start at once**.*

5. A Gerund or a Gerundial Phrase. *Seeing is **believing**. He is **above doing such things**.*

6. An Adverb: *You are **early** to-day. They are **away**. She is **out**. He is **in**. The sun is **down**. I am going there. **So** am I.*

**Note.** A clause may also be used as a predicative; e. g. *This is **what I thought**. It seems **that the weather is getting colder*** (see § 93, predicative clauses).



**Caution:** *Who is he? What is he? How is he? How much is it? How old is she? How many are you?* The words in heavy italics are all predicatives. *What price, size, colour, trade*—are predicatives too.

In the question: *Where is he?*—*where* is not a predicative. It is an extension. The corresponding answer is: *He is in the room*—i. e. a simple predicate.

The combinations: *is out, is in, is away*—although answering the question *where* should be considered as compound predicates, where the adverbs *out, away, off* are equal in meaning to *absent*, and the adverb *in*—to *present*.

Some transitive verbs, such as *make, name, appoint, call, choose, elect, find, think, consider*, etc., may take a predicative to complete the sense of the object. This objective predicative is expressed by the same parts of speech (nouns, adjectives, participles, etc.). *The members elected Petrov secretary. I have dyed my old dress black. He finds his work interesting. I boiled the egg soft. The sun turns ice into water. I took him for my brother. They set the bird free. I have just had my hair cut. Have the article translated as soon as possible. We found him sleeping in the armchair. I never like keeping people waiting.*

**Note.** Compare the following: *I have made this dress* (myself). *I had two new dresses made this spring* (by somebody else). *He has translated this article. He has this article translated for him.*

The above-mentioned verbs (*call, name, appoint*, etc.) in the passive are followed by the subjective predicative; e. g.

*He was elected secretary. This work is considered too difficult. This child is called Mary.*

### Exercises.

I. Point out the predicatives in each of the following sentences and state by what they are expressed:

1) It is I (or: it is me—colloquial). 2) Oh, you have become quite an experienced teacher. 3) I consider this book easy enough. 4) He was proclaimed a Stakhanovite. 5) She went cold all over. 6) It is good to see you again. 7) The meeting is over. 8) Get the room ready. 9) You don't seem to understand the process. 10) Don't look so surprised. 11) It has been very hot to-day. 12) The matter is not to the point. 13) Twice two are four. 14) She washed the plates clean. 15) I wished him here. 16) The patient is well to-day. 17) The sun is not yet up. 18) We discovered the precious metal hidden deep in the earth. 19) What colour are her eyes? They are grey.

II. Underline the predicatives in the following sentences:

1) Funny, you should be against it. 2) How horrid of you to speak like that. 3) I have forgotten what relation Agnes is to you. 4) It is no fun staying at home on a fine day. 5) How splendid of you to think of that. 6) Of course the drunkard was discharged, and a good thing too. 7) "Uneasy lies the head that wears a crown" (Shakespeare). 8) Such were my thoughts on the great events of that day. 9) He feels much

better to-day; so do I. 10) Have you had your coat made to order? 11) You had better have it done by somebody else. 12) I must have this room papered. 13) Do you usually have your dinner cooked or do you cook it yourself? 14) There is something wrong with the typewriter; you had better have it seen to.

## § 15. The Object.

### Ways of Expressing.

The Object is of the same nature as the subject; hence, it is either a noun or its equivalent. If the object is a declinable word it stands in the objective case. (See § 8.)

The Object may be expressed by:

1. A Noun: *Have you written the **exercise**? Have you had your **dinner**?*

2. A Pronoun: *Have you written **it**? What have you done? I don't understand **this**.*

3. An Adjective or its equivalent: *The **rich** exploit the **poor**. The surgeon has examined the **wounded**.*

4. An Infinitive or Infinitive Phrase used as a noun: *We love **to read**. We love **to read good books**. I remember **to have seen him** last year.*

5. A Gerund, a Gerundial Phrase, or a Verbal Noun: *I enjoy **skating**. He enjoys **reciting poems**. We don't understand **his doings**.*

6. Any part of speech used as a noun: *My little niece knows **her ABC** already.*

**Note.** A clause may also be used in place of a noun to form the object of a sentence: *I know **what you think*** — is equivalent to: *I know **your opinion*** (See § 92, Object Clauses.)

## § 16. Form of the Object; Non-Prepositional and Prepositional Objects.

Objects may be classified as to their form. Thus we have:

1. Non-prepositional Objects, i. e., where the relation of the object to the predicate is expressed only by position; e. g. *The man killed **the bear***. (Compare with: *The bear killed the man*.) *I sent my father **some new books***.

2. Prepositional Objects, i. e., where the relation of the object to the predicate is expressed by a preposition: *The exploited revolt **against their exploiters**. She went away **with her brother**. You should apologize **to her** at once.*

**Note.** In case there are two objects in a sentence, the non-prepositional and prepositional objects may stand in different combinations:

1. Both the objects are non-prepositional: *He teaches us **French***.

2. Both the objects are prepositional: *He spoke **to us on the subject***.

3. One of the objects is non-prepositional, the other prepositional: *The court deprived the accused **of his rights***.



## § 17. The Direct Object.

A non-prepositional object directly affected by the action of a transitive verb is called a Direct Object.

Standing in the objective case it corresponds to the Russian accusative: *The Red Partisans defeated the Whites. Men build cities*;—or to the Russian dative: *Teachers help their students. We do not believe him*.

The direct object always follows its verb. (See Word-Order § 31.)

**Caution.** The following are the most typical verbs in Modern English which are often mistaken by Russians as requiring an object in the dative and hence are wrongly followed by the preposition *to*: *help* (a common Russian error is to say *help to me*, instead of: *help me*); *answer*, *please*, *displease*, *believe*, *threaten*, *oppose*, *serve* and *advise*.

There are a few verbs which may be followed by two direct objects; e. g. *I asked him his name*; also: *the price*, *the reason*, or *the way*. *They envied him his luck*. *She kissed the child good-night*.

**Note.** Besides a finite verb, the direct object may follow:

1) **Verbals**: participle, infinitive and gerund. *You must be very careful while crossing the street. Help me to cross the street. Crossing the street requires much attention.*

2) **The Adjectives** *worth* and *like*: *This picture is worth the price. It is like the original.*

The adjective *worth* is often followed by a gerund. *It is worth doing it*.

## § 18. The Indirect Object.

Some verbs frequently and even regularly have two non-prepositional objects: *He told the children a story*.

*The children*—is the indirect object denoting the person or thing to or for whom something is done; *a story* is the direct object. Although the indirect object stands close to the verb,<sup>1</sup> it is only indirectly affected by the action of a transitive verb. This is easily proved by the following facts:

1. We can substitute a *to*-phrase (or in rare cases, a *for*-phrase with the verbs *bring* and *buy*)—for an indirect object, thus getting a prepositional form of the indirect object:

*Give me the book.*

*We buy the children toys.*

*Give the book to me.*

*We buy toys for the children.*

Note the position of the indirect object in both cases.

2. In: *They gave the worker a reward*, it is possible to isolate the direct object, *a reward*, but not the indirect object, *the worker*. Compare this with the construction containing two direct objects: *I asked him a few questions*. (I asked him; I asked a few questions.) Thus the indirect object is the object of a verb + the direct object. In our example, *the worker* is the object to *gave a reward*. (Jespersen, A Modern English Grammar V, III.)

<sup>1</sup> This privileged position of the indirect object may be explained by the fact that the indirect object almost always refers to a person, and as a greater interest is felt in a person, the person is naturally mentioned first.

The most important verbs that may be followed by the direct object and the indirect object — both in its non-prepositional and prepositional forms — are as follows: *give, buy, guarantee, bring, send, hand, throw, tell, teach, lend, leave, grant, refuse, wish, show, sing, promise, offer, award, make*, and some others. On the other hand, there are some verbs which require a fixed construction (namely, the indirect + the direct object in certain set expressions):

*Play* — *The children played him a trick.*

*Save* — *It saved him a great deal of trouble.*

*Spare* — *It will spare you the trouble of going out.*

*Keep* — *Will you keep me company?*

*Do* — *Will you do me a favour?*

## § 19. The Prepositional Object.

The Prepositional object is used after:

1. Intransitive verbs: *Will you dine with me? I worked with him some years ago. She looked after him with inquiring eyes* (она посмотрела ему вслед).

2. Adjectives: *He is very kind to us. I am fond of music. These mountains are rich in minerals.*

3. Nouns formed from verbs: *The search for the truth.*

Caution. In Modern English intransitive verbs that are compounded with prepositions to give a particular meaning become equivalent to transitive verbs, and the object after these verbs is no longer a prepositional object, but the direct object of a compound verb. This is clear in the passive, where the object becomes the subject, and the preposition, changing into an adverb, remains with the verb:

*Everybody laughed at them. They were laughed at by everybody. We don't rely on his words. His words are not to be relied on.*

Such verbs are very numerous and may be followed by one or two prepositions: *Look for, look after* (присматриваясь), *do without; speak of; ask for; hope for; wait for; wonder at; speak to; put up with; do away with; lead up to*, etc.

Sometimes a transitive verb, its object and the preposition attached to the object are often felt as a unit also forming a verb compound; e. g. *We lost sight of the boat in the fog. We take care of books.*

Verbs with fixed prepositions of the type: *laugh at, wait for, speak to*, should be distinguished from verbs with separate adverbs, such as: *put on, off, back, down, forth, away; take off, down, away, back*, etc.; e. g. *Put on your coat. Take off your cap.* Here *your coat* and *your cap* are direct objects to the compound verb *put on, take off*, etc.

Some grammarians, though, classify these adverbs separately as adverbials; especially, the adverb *away*, which can never be used as a preposition.

One and the same verb may be used in two ways. Compare: *I swept off the dust. I swept the dust off* (a verb with a separate adverb). *I swept the crumbs off the table* (a verb with a fixed preposition).



## § 20. The Cognate Object and the Retained Object.

Some verbs not usually transitive take an object similar in meaning to the verb; this is called the Cognate Object: *He died a violent death. Soviet children live a happy life. They fought a good fight.*

Sometimes the indirect object of the active verb is made the subject of the passive verb and the direct object is retained in the objective case; this is called the Retained Object.

Active Form: *The teacher gave the boy a book.*

Passive form: *The boy was given a book by the teacher.*  
(See § 57, III.)

## § 21. English and Russian Objects Compared.

The words or word-groups that may be used as objects are, in general, of the same nature in English as they are in Russian.

Forms peculiar to English are the following:

1. The object expressed by a gerund or a gerundial phrase. The latter corresponds to a subordinate clause in Russian. *Avoid sitting in the draught. Have you heard of Mary's writing poems?* (о том, что она пишет).

2. The use of *it* and *so* as objects. English idiom now frequently requires that *it* should be used as an introductory (anticipatory) object closely parallel to the introductory subject. The introductory object *it* is most frequently found with the following verbs: *to find it, think it, consider it, expect it, bring it about, see to it.* *It* as an introductory object may anticipate:

a) An Object Clause: *I suppose you think it strange that I did not come to see you yesterday. Will you see to it that dinner is ready in time?*

b) An Infinitive or Gerundial Phrase: *Do you find it easy to read such books? I think it very strange his having gone away without saying good-bye.*

**Note:** *It* is not used in the following expressions: *If you think fit* (not *think it fit*). *He tried to make out what was wrong.*

The adverb *so* after verbs of *saying, thinking, fearing, hoping, doing*, — refers to what has been said before, and thus performs the function of an object. *Will he come? I think so.* (I think that he will come). *Is your sister better? I hope so.*

3. The use of the Retained Object: quite foreign to the Russian language: *I was told folk tales by my grandmother. We were shown all the pictures in the Museum.*

4. The use of the Cognate Object: *He died a violent death. She smiled the prettiest smile. The Soviet children live a happy life.*

In Russian „насилованной смертью”, „очаровательной улыбкой”, etc. are all adverbials, although in the sentence „Вы прожили счастливую жизнь” — „счастливая жизнь” is an object (дополнение внутреннего действия).

**Note.** The verbs: *die, live, smile, laugh* — originally intransitive, become transitive when they are followed by cognate objects, though they cannot

be used in the passive; in such cases the cognate object seems to have very much in common with the adverbial objective; e. g. *It costs three roubles. It weighs two pounds.*

### Exercises.

I. Point out the object (direct and indirect) and state by what it is expressed:

1) Pour me out a cup of tea. 2) Whom do you teach? 3) I have long wished to study aviation. 4) The doctor prescribed his patient some pills; he recommended him also to use moderation in his diet. 5) We have never given the matter a moment's consideration. 6) He seated himself in a comfortable armchair. 7) Do you mind my opening the window? 8) What have you brought for me?

II. Point out the object (direct, indirect, prepositional, retained, cognate, introductory) and state by what it is expressed:

1) My neighbour was very kind and obliging to everybody. He often bought toys and sweets for the children; in general, he was liked by young and old alike. 2) This hour is very inconvenient for me. 3) I don't understand this rule; explain it to me, please. 4) Put on your hat. 5) Allow me to see you home. 6) She lived a hard life under the czar. 7) Hundreds of collective farmers and workers were accorded a very hearty reception at the All-Union Agricultural Exhibition in Moscow. 8) Is he better? I think so. 9) She finds it very easy to learn poems by heart.

III. By what parts of speech are the objects (in italics) governed?

1) Can you read *English*? 2) I am quite ready to *help you*. 3) At that time he was engaged in *writing a new book*. 4) The weary tourists desired nothing but *rest*.

## § 22. The Attribute (Noun-Modifier).

### Ways of Expressing.

The subject or object, — in fact any noun — may be modified by an adjective or an adjective equivalent.

1. Adjective: adjective proper; adjective pronoun; possessive, demonstrative, interrogative, indefinite; numeral; e. g. *The English-Russian dictionary is in great demand. Our work is pleasant. This question is very important. What papers do you get? Some magazines have already been received. I have read three books on the subject.*

**Note.** The indefinite articles *a* and *an* (originally the numeral *one*) and the definite article *the* (originally a demonstrative pronoun) may also be classed under the heading of attributes, though some grammarians consider them as intrinsic parts of the noun.

2. Participle (present and past) or Participle Phrase (corresponding to the Russian „причастный оборот”); e. g. *The toiling masses must unite against the oppressors. A well-planned military attack was made. Here are the parts urgently required. Inside the pyramids we see passages leading to the tombs of the kings.*

**Note.** In the first two examples the participles *toiling* and *well-planned* are generally termed verbal adjectives.



3. A Noun used as an Adjective: *Artillery fire; well water; fire insurance company; city budget commission; the USA Government; unemployment reports have been issued.*

**Note.** Observe the equal stress in the examples: 'artillery 'fire, 'city 'budget 'commission. Such combinations of words should not be confused with compound nouns which are stressed on the first syllable; e. g. lunatic asylum does not mean an asylum that is insane, but an asylum for lunatics. Compare:

Compound nouns:      Nouns with attributes:

a 'water-wheel  
a 'sick-room

a 'water 'plant  
a 'sick 'man

4. A Noun in the Possessive Case: *Father's galoshes are too large for me. To-day's news is very good.*

5. A Noun in Apposition, i. e. a noun serving as another name for the same thing:

a) Loose Apposition; e. g. *My friend, a doctor, is of the same opinion. "Hamlet", one of the best tragedies of Shakespeare, is on now.*

b) Close Apposition; e. g. *We Soviet citizens; the river Nile, Mount Etna; the River Don; the letter a; the city of Rome; the continent of Africa.*

**Note.** Observe the following constructions of pronouns in close apposition: *All of us have said so at times. We all have said so. We were all very busy. Both of you were at fault. You both were at fault. You were both at fault. I did it myself.*

6. A Noun with a Preposition (a prepositional phrase): *A man of honour* (an honourable man); *a girl with blue eyes* (a blue-eyed girl); *the University of London; a statue of marble; a group of children; the way through the wood; a piece of bread; one of my friends.*

**Note.** The preposition *of* may be omitted in certain combinations: *A book the same size as this. Water the colour of pea-soup.*

7. A Gerund or Gerundial Phrase, preceded by a preposition: *The Ancient Egyptians had an elaborate system of writing. A duster or cloth for cleaning the blackboard must be part of the classroom equipment.*

8. An Infinitive or an Infinitive Phrase: *There are some letters to be answered. We must have paper to write on. A workman must have tools to work with. In a desert it is difficult to find water to drink.*

9. An Adverb: *Peter, the then czar of Russia. The houses there. An inside passenger.*

10. A group of words used as attributes: *The most stay-at-home man I have ever heard of. A pen and ink drawing; an up-to-date book.*

**Note.** A clause may do the work of an attribute and may, therefore, modify the subject or the object; e. g. *I came across a friend of mine whom I had not seen for a long time. Have you read the article which has been recommended to us?* (See § 94. Attributive Clauses.)

## § 23. English and Russian Attributes Compared.

The main features which distinguish the English attribute from the Russian attribute are the following:

1. The great freedom with which nouns, adverbs and phrases can stand before a noun in adjective function due to the loss of inflections in Modern English, e. g. *Foreign Language instruction. The New-York State Library School-Building. A dog-and-cat sort of life. The up (down) train. The quarter-past-seven train: A matter-of-fact man.*

**Note.** In Modern English the modification of a noun by nouns (two or even three nouns) is widely practised in technical and political language, and may be considered a sort of rationalization device; it corresponds to the genitive in Russian. Thus, instead of such sentences as: (a) *This means of protection against fire is very effective;* (b) *A new factory for the construction of machinery equipment has just been opened,* — much shorter sentences may be used: (a) *This fire protection means is very effective;* (b) *A new machinery equipment factory has just been opened.*

2. The capacity of using the Infinitive as an attribute. The construction with an infinitive very often corresponds to a subordinate attributive clause in Russian: *Letters to be written* (letters which must be written). *He was the first to enter* (he was the first who entered). (See § 72, Different Functions of the Infinitive.)

3. The use of a Numeral as an attribute to the subject or object: *three books, five chairs.*

In Russian, the same as in old English, we find a reversed position; the numeral is the head word (the subject) and forms a unit together with the noun in the genitive case which follows it; e. g. *семь братьев увидела она.* English numerals formed from nouns, such as — *a hundred, a thousand, a million,* as well as *a dozen, a score* and *a pair,* — while keeping the character of substantives, seem to correspond to the Russian construction; e. g. *a dozen of collars* or *a dozen collars; a thousand roubles, two million books, a score of eggs.*

4. A wider use of attributes in comparison with Russian:

In English.	In Russian.
(Attribute expressed by a Prepositional Phrase)	(Object — косвенное дополнение)
a cup of tea	a cup of tea
The captain of the ship.	The captain of the ship.
The owner of the house.	The owner of the house.
The chairman of the meeting.	The chairman of the meeting.

In English the only nouns which seem to take objects after them are those with a strongly expressed verbal character (most nouns of this type are formed from verbs); e. g. *Children's love for their father* (любовь к отцу). *Their hatred of the enemy was great* (i. e. they hated the enemy greatly). *A help to beginners; injury to plants.*

**Note.** Some English grammarians say that the above-mentioned prepositional phrases (for *children* etc.) are logically objects, but in a formal sense they are attributes. (C u r m e, Syntax, p. 92.)



## Exercises.

I. Point out the modifiers (attributes) of the subject, object or predicative in the following sentences. State by what they are expressed:

1) The heavy seas soon wrecked the huge liner. 2) A man in a hurry often makes mistakes. 3) The men's gymnasium is open. 4) The best time to get an education is in our youth. 5) The celluloid-factory fire was quickly put out. 6) A person crossing the street carelessly may easily meet with an accident. 7) The City of Chicago is the greatest meat-producing centre in the world. 8) The streets of Moscow are very animated. 9) There are two chairs to sit on in this room. 10) Is there anything to be done at once? 11) All of you must come. 12) The question mentioned involved many difficulties. 13) There are thirty days in November. 14) You should go by the steamer "Joseph Stalin"; it is the most beautiful steamer I have ever seen. 15) I bought a score of new-laid kolhoz eggs. 16) It is a book the same size as this. 17) A cup of tea is always refreshing. 18) Keep to the off-side. 19) Two hundred new books have just been received by our library. 20) The house over there reminds me of our house. 21) The method of smelting iron is very curious. 22) It was a pay-as-you-go arrangement. 23) Many English working women took part in the high price of food protest meeting.

II. Translate into English, modifying the nouns by other nouns:

1) Оборудование силовых станций Союза. 2) Деятельность Совета Профсоюзов. 3) Катастрофа в угольной шахте в Новой Зеландии. 4) Кампания по снижению цен среди английских рабочих.

III. State whether the italicized words are objects or attributes; translate them into Russian:

1) *Love* for a father; a *father's* love. 2) You should encourage the love *of children for music*. 3) This dictionary must be a great help *to you*. I have translated this article with the help *of the teacher*. 4) There is no fear *of the enemy* among the Red Army men. The *enemy's* fear was so great that they fled at once. 5) We *all* agree to it. He lost his *all*. 6) He blamed *himself* for being so inattentive. He *himself* was to blame.

## § 24. Adverbials (Adverbial Modifiers).

The idea expressed by the verb may be extended; i. e. we can refer to the time (when, how long, how often), the place (where), the manner or means (how, by what means), the cause or reason (why), the purpose (for what purpose).

Adverbials of time, place, manner, cause and purpose may be expressed by:

1. An Adverb or an Adverbial Phrase:

a) You read *well*; you should work *systematically*. Come *here*. Go *home*. I understand it *now*. He came *yesterday*.

b) She came from Moscow *yesterday morning* (the day before yesterday). I *almost never* go to bed early. This book was read *most of all*. He will graduate *next year*.

2. A Noun with a Preposition (prepositional phrase) or a Noun without a Preposition (adverbial objective):

a) *Much work is done in laboratories. What do you do in the evening? We work with enthusiasm. He acted from jealousy.*

b) *Step this way, please. Wait a minute. They remained there a long while, three years. I come here every day. We walked ten minutes. We walked three miles. The train came full speed. The prisoner was bound hand and foot.*

**Note 1.** Many adverbial objectives used distributively are generally preceded by the indefinite article: *Twice a year* (a is here the reduced form of the preposition *on*). *This typist charges five copecks a line. I paid a hundred roubles a dozen.*

**Note 2.** Adverbial objectives may also be expressed by indefinite pronouns (in spoken language): *He works quite a lot. Wait a bit.*

3. An Infinitive or an Infinitive Phrase: *All the books were taken to be bound. To speak English fluently you must have a lot of practice.*

4. A Gerund: *We use chalk for writing. You can improve your English by reading good books.*

5. A Participle or a Participle Phrase (corresponding to the Russian *деепричастие* or *деепричастный оборот*): *She entered the room laughing* (in what manner). *Going home, I lost my purse* (when I was going home, I...). *Being very tired, we decided to stay at home* (as we were very tired, we...). *Having done all our work, we went home* (after we had done ...).

6. The Nominative Absolute Participle Construction (see § 82): *The signal being* (or *having been*) *given, we set off* (when the signal was given, after the signal was given, after the signal had been given, we set off). *This translation done, we took up another* (when this translation, as this translation was done...). *The door being locked, the boxes were left outside* (as the door was locked ...).

**Note 1.** A clause may also do the work of an adverb and may, therefore, modify a verb: *I was in the south when I was a child* (in my childhood). *We left him where he was* (there). (§ 95.)

**Note 2.** In many cases the adverbial modifier does not modify the verb directly, but the sentence as a whole (a sentence modifying adverb); e. g. *Perhaps I shall see him. Unfortunately, there was nobody at home. Of course, we shall come. Indeed, do you really mean it? We shall come, of course. He is at home, perhaps.* (See § 33, 8).

In addition to the main adverbials just mentioned, namely, those of place, time, manner, cause and purpose, there are others which may be met with in a detailed analysis:

1. Adverbials of manner may be further subdivided into those of:

a) Degree. *The enemy's army was wholly exhausted. He is taller by three inches. They were distressed beyond measure. The heat is a trifle less to-day* (adverbial objective).

b) Attendant circumstances. *The man stood with his head up and his arms folded. Water freezes at zero. Suddenly we heard a shrill cry in the silence of the night. The swallows returned with the spring.* (The last two examples may also be classified as adverbials of time.)

2. Adverbials of condition. *I cannot translate from Russian into German without looking up words in a dictionary.* (If I do not look up words...) *With diligence he will succeed.* (If he is diligent...)



3. Adverbials of concession. *His wife clung to him with all his faults* (in spite of...).

4. Adverbials denoting:

a) Space and distance. *The river is a mile broad just here.*

b) Price, measure and weight: *It costs three roubles a kilo. A penny a line. A hundred roubles a month.*

## § 25. English and Russian Adverbials Compared.

In addition to the use of a gerund as an adverbial, the following are the chief points of difference:

1. The use of the nominative absolute participle construction, quite foreign to Modern Russian: *The treaty having been signed, trade was resumed at once.* (Когда договор был...).

2. A wider use of participle and infinitive phrases as adverbials, always corresponding to subordinate clauses in Russian:

a) *When crossing the street, the man slipped and broke his arm.* (Когда он переходил...) *While living in the country, I gained weight.* (Когда я жил...)

b) *The day was too hot for him to go out.* (День был слишком жарок для того, чтобы он мог выйти.) (An infinitive phrase with its own subject.) *Keep this poem for your father to have a look at it* (the same).

**Note.** In English it is possible to leave out the conjunctive phrase, *in order to*, at the beginning of a sentence; this is quite impossible in Russian; e. g. *To read Shakespeare you must know the language very well.*

3. The wide use of adverbial objectives, i. e. nouns without prepositions: *They advanced sword in hand. The trees were trimmed English fashion. The ship drove full sail;* etc. Avoid a common Russian error: *in last year, on last week* — instead of *last year, last week*.

### Exercise.

Point out the adverbials in the following sentences, state their kind and by what they are expressed:

1) This morning I received a letter by post. 2) He had it his own way. 3) We met several people on our way home. 4) I made haste for fear of being late. 5) The children were left at the nursery to be looked after. 6) That box weighs ten pounds. 7) We feel kindly toward him for his waiting for us. 8) She plays a good deal better than you. 9) He swam across the river without difficulty. 10) The shot went miles into the sea beyond the target. 11) Captain Scott perished in the Antarctic Region. 12) To make the affair a complete success we need some help. 13) Caesar, having conquered Gaul, then disciplined his legions, equipped his fleet, and sailed over to Britain. 14) It was necessary to exterminate the counter-revolution root and branch. 15) Luckily, my friend was at home at that time. 16) Many Polish towns and villages were taken by the victorious Red Army without any damage being done to them. 17) With patience and kindness you can do wonders with a badly disciplined child. 18) Our industry has developed on a large scale. 19) With all his shortcomings he is a pleasant person. 20) Laughing and talking, the young tourists started on their first walking tour.

## § 26. Difficulties in Analysis.

There are different ways of considering a word or phrase. Sometimes the line of demarcation is not quite clear. In such instances our opinion and the reason for it should be stated.

1. Parts of a sentence which may be considered differently:

a) The categories which are least differentiated under certain conditions are those of objects and adverbials; thus, they may be analysed in two ways. *This poem is written by one of our students. Bread is generally cut with a knife.*

Several English grammarians<sup>1</sup> consider *by one* and *with a knife* as adverbials of agency and instrument. Others, including Russian grammarians, consider these groups of words to be prepositional objects; in this book we adhere to the latter.

b) A double interpretation seems to be allowed by sentences of the type: *Sit by me. Come up to me. The house was burnt down with all its property.*

2. Parts of a sentence which may be easily confused:

Attribute or Adverbial? *In our country the worker at the bench is given every opportunity to raise his qualifications.*

The phrase *at the bench* is not an extension of the finite verb, since it does not tell where, when, why or how the action takes place. It is connected entirely with *the worker* and is, therefore, the attribute of the subject.

Compare with: *I have worked at the bench for three years.* (Adverbial of place.)

Also: *I work hard at the University in order to become a teacher.* (Adverbial of place.) *I work hard in order to become a teacher at the University.* (Attribute to the noun "teacher".) Note the position of attributes and adverbials.

Object or Predicative? *She made her son a new coat.* (Direct object—что она сделала?) *She made her stepson a good mother.* (Subjective predicative—кем она ему была?) *I asked him to go there.* (What did I ask him to do?—Direct object.) *I saw him dance.* (Objective predicative.)

Object or Adverbial? *He went away with his family.* (Prepositional object.) *He went away with a light heart.* (Adverbial of manner.) *The chauffeur stopped to repair the broken part.* (Adverbial of cause.) *The workers stopped repairing because of dinner.* (Object.)

Predicative or Adverbial? *I feel well—I am well* (Predicative expressed by an adjective.) *I live well* (Adverbial of manner: how?) *He died young.* (Predicative—умер молодым.) *He dressed young.* (Adverbial of manner—молодо.) *He is in a grey coat to-day.* (Predicative.) *Where is your tobacco case? It is in the grey coat.* (Adverbial.)

## § 27. Analysis of a Sentence in Tabular Form.

Examples for analysis: 1) By developing sports of all kinds the Soviet Government desires to build up strong and healthy beings. 2) Kindly bring me a glass of water. 3) English pronunciation appears

<sup>1</sup> Curme and Onions.

<sup>3</sup> Вино: прова, Л. П.



difficult in the beginning. 4) A large sum of money being assigned, this work can be started on a large scale. 5) "Slipping off his shoes to ease his swollen feet, he sat down at the table with his books" (London). 6) They elected him chairman. 7) To climb steep hills requires much energy. 8) It is excellent to be always in good health. 9) Workers from various countries come to the Soviet Union to see the building up of socialism. 10) There are many Stakhanovites at our factory. 11) I have had my hat retrimmed. 12) It is an airy room.

Subject group		Predicate group		
Essential Subject (собственно подлежащее) and its Attribute (Noun-Modifier)	Finite Verb	Completion of Finite Verb		Adverbial Modifier (Extension)
		Object and its Attribute	Predicative	
1. Government 1) the 2) Soviet	desires	to build up strong and healthy beings	—	by developing sports of all kinds
2. (you)	bring	me (Indir. Obj.) a glass (Dir. Obj.) of water	—	Kindly
3. pronunciation 1) English	appears	—	difficult	in the beginning
4. work 1) this	can be started	—	—	1) A large sum of money being assigned 2) on a large scale
5. he	sat down	with his books.	—	1) at the table 2) Slipping off his shoes to ease his swollen feet

Subject group		Predicate group		
Essential Subject (собственно подлежащее) and its Attribute (Noun-Modifier)	Finite Verb	Completion of Finite Verb		Adverbial Modifier (Extension)
		Object and its Attribute	Predicative	
6. They	elected	him (Dir. Obj.)	chairman	—
7. To climb steep hills	requires	much energy	—	
8. It (Formal Subj.) to be always in good health (Real Subj.).	is	—	excellent	—
9. Workers 1) from various countries	come	—	—	1) to the Soviet Union 2) to see the building up of socialism
10. There (introductory word) Stakhanovites (real Subject) 1) many	are	—	—	at our factory
11. I	have had	hat my	retrimmed	—
12. It	is	—	an airy room	—



## **General Exercises.**

### **I. Examples for tabular analysis:**

1) At seven o'clock I shall go to the theatre with my friend. 2) Wild flowers grow abundantly on the slopes of mountains. 3) We are going to see the picture-show. 4) I shall give you a new magazine. 5) You seem unwell. 6) To walk quickly exercises the body. 7) Walking home, I met a long-lost friend. 8) The industrialization of the country gives us great power. 9) What to read next is the question. 10) Time and tide wait for no man. 11) My brother works industriously in his room. 12) We have already read "What Is To Be Done?", one of Lenin's revolutionary works. 13) The actor put the audience in a good humour by telling a funny story. 14) His day's work being done, he returned home. 15) At the present time the tilling of the soil on state tobacco farms is done by mechanical power. 16) The agricultural economy of our country has been reconstructed from top to bottom. 17) There is much to be done in this line. 18) The application of power-generating equipment shown in this article does not illustrate all the possibilities. 19) Many people have given themselves up, body and soul, to the great cause of the revolution. 20) It will afford me the greatest pleasure to know you. 21) He was under the painful necessity of admitting the truth. 22) "Miss Bolo rose from the table considerably agitated. Then she went home in a flood of tears and a sedan chair." 23) "The duchess was exactly the right height to rest her chin on Alice's shoulder." 24) The property is insured. 25) Be always mindful of your promise. 26) "Mr. Tracy Tupman managed to get into bed by a series of complicated evolutions. Shortly afterwards he sank into repose." 27) The victory of Socialism in one-sixth of the world has given hope and inspiration to oppressed peoples all over the world. 28) Productive labour becomes the means of emancipation by giving to each individual the opportunity to develop and exercise all his faculties, physical and mental, in all directions.

### **II. Analyse the following sentences:**

a) 1) The Caspian Sea teems with fish. We are very angry with you. You will prosper with patience. The mountains with all their beauty did not appeal to them. The ship sank with all her passengers and cargo. 2) Sit by me. This carpet is sold by the square yard. This is driven by machinery. He was killed by a soldier. 3) I could not sleep for the flies. We took him for a philosopher. Wait for me for half an hour. The thirst for gold led to his ruin.

b) 1) "Again, in the midst and shadow of sleep, He saw his native land" (Longfellow). 2) "Him the Almighty power, Hurl'd headlong flaming from the ethereal sky, With hideous ruin and combustion, Down to bottomless perdition" (Milton). 3) "One of the Greek philosophers, tired of writing books adapted to the learned only, chose a popular question, with many points of practical interest in it, for the purpose of bringing into useful exercise all the depth and clearness of thought accruing from habits of mind long cherished by philosophical studies."

III. Choose the right word. Say which are predicatives and which are adverbials:

1) cold (coldly). The wind blows ... to-day. She ... returned his thanks. 2) soft (softly). She closed the door ... behind her. Do you like to have your eggs boiled ... ? 3) easy (easily). It can be ... done. Old shoes always feel ...

## CHAPTER IV.

### ORDER OF WORDS.

#### § 28. Importance of Order in English.

In an inflected language like Russian the order of words in the sentence does not usually play a very important role, because the function of each word and its relation to the rest of the sentence is seen from its inflection. Thus, in Russian: Охотник убил большого медведя в тот день; или: Большого медведя убил охотник в тот день; the meaning is the same, the word *охотник* being in the nominative case in both instances, no matter where it is placed. But in the English language (a highly analytical language) the order of words is very important; e. g. in the sentences: *The hunter killed a huge bear*, or: *A huge bear killed the hunter*;— the meaning of the first sentence is just the opposite of the second, though the words are identical. The following sentences are also highly illustrative: *A library school has just been opened*, and — *A school library has just been opened*. The difference in meaning, as we see, is caused by the order of words, which indicates the function of each word by its position in the sentence.

#### § 29. General Principles of Word-Order.

There are three general principles of word-order:

1. Rule of Proximity. Words connected in meaning should be placed as near as possible to one another. If this rule of proximity is not observed, there will always be some doubt as to the meaning of the sentence.

##### Incorrect Order.

He killed a sparrow which was eating some bread crumbs with a pistol.

He neither reads English papers nor English books.

##### Correct Order.

*He killed with a pistol a sparrow which was eating some bread crumbs.*

*He reads neither English papers nor English books.*

2. Emphasis. A departure from the natural word-order is sometimes made for the sake of emphasis; i. e., a word or phrase is placed in a certain unusual position in a sentence in order to make it especially prominent and to call the attention of the listener or reader to it. Such a change in the order of words is frequently used in poetry. It is also employed in prose. The word or phrase emphasized is placed at the beginning or at the end of the sentence; e. g.



Normal word-order  
Emphatic (poetic)

*They came **home** very late.*  
*"**Home** they brought her warrior  
dead."*

Normal  
Emphatic (poetic)  
Normal

*Honey is **sweet**.*  
***Sweet** are the roses in June.*  
***The busy and important part of  
Swift's life** began soon after.*  
*Soon after began **the busy and  
important part of Swift's life**.*

Emphatic

3. Rhythm.<sup>1</sup> In a well balanced sentence a more weighty element, i. e. a longer word (usually a noun) or group of words tends towards the end, whereas a lighter element, i. e. a shorter word (usually a personal pronoun with a lighter stress) remains in a more indifferent position, i. e. in the middle.

Numerous deviations from the strict rules of word-order in Modern English may be easily explained by this sense of rhythm. A few examples will suffice here:

Away he 'went.

Away went the 'children.

He took 'off his 'hat.

He took it 'off.

I am very busy, she 'said.

I am very busy, said 'aunt Mary.

### § 30. Place of the Subject and of the Predicate Verb.

I. Normal Order. In affirmative sentences the subject usually precedes the verb: ***Our library** has many books. **Walking** can be recommended as a good exercise. **To swim** is pleasant. **The sun** sets in the evening.*

**Note.** When two different persons form the subject (coordinated subjects) the first person is, for politeness' sake, mentioned last: ***You and I** think otherwise. **My sister and I** can easily do it.*

II. Inverted Order. In many cases we have inverted order, i. e. the subject comes after the verb.

We should distinguish between grammatical inversion, i. e. cases when the subject is placed after the verb in accordance with some strict grammatical rules, as in questions; e. g. *Can **you** speak English?* and emphatic inversion, i. e. cases when the subject is placed after the verb, due to the emphatic position of some part of the sentence (e. g. adverbial modifiers): ***Never has** life been so full as now.*

In some cases it is difficult to draw a strict line of demarcation between grammatical inversion and emphatic inversion.

#### Grammatical Inversion.

The subject always follows the verb in the following cases:

1. In interrogative sentences: *Has **your library** received any Spanish books lately? Can **walking** be recommended as a good exercise? When does **the sun** rise?*

<sup>1</sup> The term used by Max Deutschbein, "System der neuenglischen Syntax".

Caution. a) When the subject is expressed by an interrogative word or words such as: *who, what, which, how many*, etc. normal order is used (exactly coinciding with Russian); e. g. *Who stands there? What lies here? How many students of your institute live in the students' hostel?*

b) Indirect questions (in subordinate clauses) are considered as affirmative sentences in English and as such require normal word-order, quite opposite to analogical sentences in Russian (hence a very common error); e. g. *Ask if he can come to see me to-morrow afternoon. Do you know whether he will go to the theatre or not. I wonder if it is warmer to-day. I can't tell you where he is.*

**Note.** A very frequent case of seeming inversion in such sentences as: *My sister asked me what was the matter* (what was the trouble, or cause of it) instead of *what the matter was* is generally explained by *what* being the subject and *matter* (cause, trouble) the predicative (the nominal part of the predicate); hence, in the interrogative we say: *What can be the matter?* and not: *What can the matter be?*

2. In sentences expressing a wish: *Long live the Communist Party! May you be happy and healthy.*

3. When the sentence is introduced by *there*: *There is nothing here. There must be a meeting to-day.*

**Note 1.** *There* may be understood in: *Behind me (there) is a table.*

**Note 2.** In such sentences the originally emphatic inversion with the end-position of the subject has now become purely grammatical!

4. In the following constructions: a) *You are here, so am I (I am here too). You have much to do, so has he. We do not learn German, neither do you* (nor do you). *I did not believe her, nor did my friend.*

**Note.** Inversion does not take place if the subject of both sentences refer to one and the same person; e. g. *"You seem to be very pleased with your work," said my friend to me. "So I am," I answered.*

Compare with: *He is pleased with the work. So am I.*

5. In imperative negative sentences (familiar speech only) when the subject is expressed; e. g. *Don't you do that. Don't you be obstinate; instead of — don't do, etc.*

At the same time note such imperative sentences as: *'You go (instead of go) and I shall stay here. 'You mind your own business* (note the stress).

6. In the subjunctive mood, in conditional clauses, when the conjunction *if* is omitted and only with the verbs: *had, were, should, could*, (such sentences were originally optative sentences, i. e. expressing a wish); e. g. *Had we daily practice, we should speak French more fluently. Were it not so cold, I should go bathing. Should the weather keep fine in September, come down to see us in the country. Could he come, we should be very pleased.*

7. In introductory sentences in direct speech when the subject is a noun or an indefinite pronoun, or when the predicate consists of a verb in a simple tense; e. g. *"This is what I want," said my friend. "May we open the window?" said somebody in the room. But: "You'd best give in," he said to Dobbin* (the subject is a personal pronoun). *"Oh, you women, you make such a fuss about everything," Uncle P. would say.*



8. Inversion is usual when the predicate verb is intransitive and the sentence opens with an adverbial modifier of place or time, and also when the subject is modified by a phrase or clause: *Down below spread the town with its wide streets, beautiful buildings, bridges and green parks.* (With the verb *spread* at the end, the sentence would not be well-balanced.) *At the beginning of the 18th century was issued the first Russian printed newspaper, which was chiefly concerned with military affairs.*

9. Inversion is used with such adverbs as: *so, thus, here, there*, at the beginning of the sentence, when the subject is expressed by a noun; e. g. *So ended the terrible siege of the castle. Thus began their friendship. Here comes our friend Tom. There goes my sister Mary.*

**Note 1.** Compare the above sentences with the following: *Here he comes. There she goes. Thus she ended the report.* (The subject is expressed by a pronoun.)

**Note 2.** Examples in 8 and 9 seem to stand on the verge of emphatic inversion.

#### QUESTIONS.

1) Why is word-order so important in Modern English? 2) What are the three general principles of word-order? 3) What is the Rule of Proximity? 4) What is meant by Emphasis? 5) What is Normal Order and what is Inverted Order? 6) What is meant by Grammatical Inversion? by Emphatic Inversion?

#### Exercises.

I. Explain the cases of inversion in the following sentences:

1) Suddenly there appeared on the horizon a great tongue of flame. 2) "From behind every tree of importance peeped out wet, angry heads." 3) "On the hill stands a fine house. 4) Long live the land of Soviets! 5) Don't you be in such a hurry. 6) Should he come, tell him I want him. 7) "I think so too," said Mr. Winkle. 8) I like this colour very much, and so does my wife. 9) What are you laughing at, Mr. Jinks? 10) So ended the life of the hero.

II. Arrange the following groups of words in their proper order, pointing out the subject:

1) sea the warms the sun. 2) writing not everybody letters likes. 3) useful is to grammar it learn. 4) books must students many read. 5) anyone you meet did the at door? 6) went friend and I my there. 7) metals copper brass are and. 8) sugar used tea day every and are.

III. Why is there no inverted order in the following sentence?

1) "Yes, I shall go there," he said. 2) "You must take care of your health", my aunt would say. 3) How many members of your chess-club took part in the last contest? 4) Ask him if he likes this book. 5) "You seem to be very tired"; "so I am."

IV. Say whether the following sentences have normal or inverted order; give reasons:

1) As I did not know what was the matter with my friend, I rang her up as soon as I was free. 2) Can you tell me what is the trouble? 3) He did not know what was the exact cause of the quarrel, but he guessed it must have been the talk they had had the day before.

V. Complete the following sentences according to the model: *I have no lessons to-day, nor have you:*

- 1) Music is an art... 2) The sun did not shine yesterday... 3) He has much experience... 4) England and America have many unemployed... 5) They will go to the picture-show to-morrow evening... 6) I do not like such kind of books... 7) He did not read much last summer... 8) He will not go there to-morrow...

VI. Translate into English:

- 1) Спросите, много ли у нее английских книг дома. 2) Я не знаю, прошел ли дождь. 3) Я хотел бы знать, когда он придет. 4) Спросите, который час. 5) Я не знаю, готов ли перевод. 6) Я не уверен, может ли он это сделать. 7) Не знаете ли вы, как далеко до ближайшей деревни?

### § 31. Place of the Object in the Sentence.

1. The usual place of the Object (direct, indirect or prepositional) is immediately after the verb to which it belongs. Thus, the usual word-order in an affirmative sentence in Modern English is: Subject—Verb—Object, no matter by what parts of speech the subject and the object may be expressed.

1	2	3
Cats	catch	mice.
We	study	English.
I	don't like	to joke.
He	writes	to me.
The Caspian Sea	teems	with fish.

2. The object precedes the predicate verb:

a) When the object is expressed or modified by an interrogative pronoun; e. g. *Whom do you see? What do you read? What book are you reading? I do not know what I shall read next.*

b) In exclamatory sentences: *What an interesting book I have just read!*

3. The front position of the object due to emphasis is not very usual and is, as a rule, much overdone by Russians. (A common Russian error: *This work I understand. The adverb we use.*) It is quite impossible when the direct object denotes a person:

Compare: Марию отец любил больше всех. *Father loved Mary most of all*, and not—*Mary father loved most of all*.

However, the front position of the object is used:

a) When the object serves as a connecting link with a preceding sentence; e. g. *You say that she has both wit and beauty. Beauty she has, but as to wit, I rather doubt it.*

b) When the object is modified by a negative attribute; e. g. *Not a word did he say. Cousins, aunts and uncles she had none.*

4. If the verb forms a compound (a compound verb) with a preposition-like adverb, such as: *take off, put on, take away, take out, look through, take up, take in*, etc., the direct object, provided it is a noun, or one of the longer pronouns (indefinite or reciprocal) is placed after the



adverb; e. g. *Put on your hat, take off your coat. I called but her name. He took out his watch. He thought over the matter in bed. Take up that basket. Take away everything from the room.*

If the object is a personal pronoun, it precedes the adverb; e. g. *Take it out; send it away; bring it in.*

When the adverb is emphasized, it follows the object.

Compare: *I have taken away the old books* (normal). *I have taken the old books away* (emphatic). *He has put on his spectacles* (normal). *He has put his spectacles on* (emphatic).

5. In sentences with two objects the following order is observed:

The indirect object precedes the direct; e. g. *The Government awarded the Stakhanovites high premiums. They have promised me this. I cannot tell them that.*

The indirect object equivalent, i. e., the object expressed by a *to-* (*for-*) phrase, being a more weighty element, naturally stands after the direct object. (See § 18.)

The indirect object equivalent is used:

a) When the direct object is expressed by a pronoun; e. g. *Send them to us. Leave her to me. Give this to the teacher.*

**Note.** In colloquial English it is possible to say: *Give it them. I shall give it you.*

b) For the sake of emphasis; e. g. *He gave the apple to James and not to John.*

c) Very frequently for no obvious reason; e. g. *I hand the first glass to my best friend*; instead of: *I hand my best friend the first glass.*

d) After numerous verbs of Latin origin and after some verbs of English origin it is customary to use the indirect object equivalent (a *to*-phrase). In such cases, the indirect object usually precedes the direct object; the most important of these verbs are: *acknowledge, announce, communicate, declare, deliver, describe, dictate, explain, express, mention, repeat, present, propose, report, return, suggest, hint, translate.* (Poutsma, Late Modern English). E. g. *He was describing to me the particulars of the campaign. I repeated to them the same thing over and over again. She dictated to Briggs a furious answer in her native tongue. I owe to you my happiness, etc.*

Caution 1. Note that *say* is used with the preposition *to*. *Tell* is used without the preposition *to*; e. g. *I say to you; he said to me* (with the preposition), *I tell you; he tells me* (without the preposition).

Caution 2. Avoid such expressions as: *Explain me, he described me, he will post me, they will ship us*, because they imply that the person speaking has been explained, described, posted, etc. The correct form is: *Explain to me, etc.*

The construction: *I'll write you, I'll read you* — instead of: *I'll write (read) to you*, is colloquial.

Direct and indirect objects precede the prepositional object, as they are more closely connected with the verb than the prepositional object; e. g. *He informed his brother of his departure. Ask no question of them. It was sent to me by my sister. Many interesting books were read to the children by their father.*

## QUESTIONS.

1) Where is the object (direct, indirect or prepositional) usually placed? 2) How can you distinguish a noun in the nominative case from a noun in the objective case in the English language? 3) When can the direct object be used in the front position? 4) When there are two objects, direct and indirect, how are they generally placed?

## Exercises.

I. Arrange the following groups of words in their proper order and explain the position of the object:

1) tree the lightning the oak struck. 2) him long the tired journey. 3) glass me a fetch water of. 4) books English please her send do some. 5) it give us to. 6) article translated he this has for me. 7) foreign I countries visit like to should. 8) hat your off take. 9) friend not send to them do my. 10) this can me word to explain you? 11) finger he held his up. 12) struck table heavy the blow a he. 13) excursion them our I described to. 14) me possibility this hinted she to. 15) posted new kolkhoz the we to books some.

II. Explain the position of the object:

1) They accused him of theft. 2) He struck the table a heavy blow. 3) The land the king gave to his favourite. 4) She put on her new coat. 5) Take him away. 6) What do you think of it? 7) I suggested to them this plan.

III. Translate into English:

1) Неопределенный артикль мы употребляем в следующих случаях. 2) Это правило я совсем не понимаю. 3) Своего младшего брата моя жена любит больше других братьев. 4) Вы говорите о синем цвете? Синий цвет мне нравится. 5) Эта сказка была нам рассказана нашей старой бабушкой.

## § 32. Position of the Attribute.

1. As a general rule an adjective, participle or other qualifying word that does the work of an attribute precedes the word it qualifies; e. g. *a large workshop; the united front; the exploiting class; a factory department; a true-to-life drama.*

When a noun is qualified by more than one adjective, we must observe certain rules that govern the position of such adjectives in relation to the noun they qualify.

The gradation of the increasing specialization of adjectives, i. e., the degree of intimacy with which they are connected, may be illustrated by the following diagram:

Variety	Age	Colour	Material or Nationality	
4	3	2	1	
A high-backed	new	green	leather	chair
A beautiful	—	white	Turkish	shawl



English usage, however, prefers smaller groups consisting of two, rarely of three, adjectives, in which the adjective most closely connected with the noun is always placed next to it.

Group I (Material or Nationality).

*A large stone house.*

*A young English communist.*

**Note.** The adjective denoting nationality or origin is placed before the adjective denoting material: *A Finnish steel knife. An English tweed coat.*

Group II (Colour and Material).

*A black velvet dress.*

*A white linen handkerchief.*

Group III (Age and Colour).

*A new white blouse. An old brown glove.*

Group IV (Variety).

*An energetic young man. A dilapidated old church.*

*A little old man. A tall middle-aged farmer.*

2. a) When two or more adjectives connected by *and* qualify some noun, the shortest and simplest according to the general principle of rhythm should be placed first, the longest last; e. g. *A hot and sultry day; fresh and fragrant air.*

b) The same rule holds good when such adjectives are not connected by *and*: *A bright glittering knife; a clear merry laugh; a long dusty road.*

c) When there are two adjectives, each consisting of one syllable, the one more intimately connected with the noun is placed immediately before it; thus it is customary to say: *a tall thin man; a short fat boy; a rich sweet odour.*

**Note 1.** The adjective *little* is always very intimately connected with the noun it qualifies, and hence it is placed immediately before it: *a dainty little room* (изысканная комнатка); *a pretty little hand* (прелестная ручка); *a clever little girl* (умная девочка); *a busy little woman*. Compare with: *a little old man*.

**Note 2.** Adjectives connected by *and* may follow the noun in poetry or for the sake of emphasis: *A calm and beautiful night*; or: *a night calm and beautiful. Ancient and modern methods*; or: *methods ancient and modern*.

d) *Both, all*. Note the position of the adjectives *both* and *all*. *Both my children; both your hands; both the engineers; all the books; all her books; all our rooms.*

### Exercises.

I. Fill in the blanks with an appropriate adjective denoting colour and material (Group II):

1) a ... coat; 2) a ... handkerchief; 3) a ... glove; 4) a ... box; 5) a ... factory; 6) a ... bridge; 7) a ... shoe.

II. Arrange the following adjectives in their proper order:

1) banner satin a new. 2) leather brown valise an old. 3) dancer a gypsy dark-skinned young. 4) all workers the. 5) all lessons the. 6) work-

ers both the. 7) typists both the. 8) books his all. 9) eggs kolkhoz fresh. 10) large liner American a. 11) neglected a child dirty and. 12) a coat white short.

### Post-position of the Attribute.

The attribute expressed by an adjective or its equivalent is placed after the word it qualifies (i. e., in the post-position):

1. When it is a phrase or a clause; e. g. *A cliff about 30 feet high. A page torn in two places. An article read by everybody. Here is the man whom I have not seen for ten years.*

**Note:** In the examples just mentioned it would be un-English to use the qualifying phrases in the front-position. However, if the qualifying phrase is considered as a compound adjective, it is placed in the front-position. Compare: *a boy three years old, a three-year-old boy* (a compound adjective); *a box two inches wide, a two-inch-wide cage* (a compound adjective).

2. The adjective always follows the indefinite pronouns: *nothing, everything, anything, somebody, nobody*, etc. *Something new, anything wrong, somebody very important.*

3. The adjective or its equivalent is used in the post-position in some stock phrases (under the influence of the French language): *an heir apparent, a poet laureate, generations unborn, wealth untold, from times immemorial* (in other cases we say: *the memorable event, day*); *three years running, the year one thousand nine hundred, chapter two, page five, tram number two.*

Note the difference in meaning: *The fifth page of the manuscript is gone. It is the second tram that I have missed.*

4. Adjectives ending in *-ible, -able* are often placed after the noun: *The only question probable; the greatest speed possible; the most interesting thing imaginable.*

But we can also say: *the possible solution; this is a probable question.*

5. The adjective *present* may be placed before or after the noun. When it refers to time, it is placed before the noun: *the present crisis, his present occupation.*

But when it refers to space and means „присутствующий” it is generally used in the post-position: *The members present made a resolution. Some people present objected. He was the only person present.*

6. *Last, next, first* may be placed either before or after the noun (with names of months and days): *November last; Monday next; or: last November, next Thursday.*

Caution. Say: *the first two* rather than *the two first*, unless you mean *two firsts*. Compare: *the first two pages of this book; the two first pages of these (two) books.* Also say: *the last four seats; the last ten years; the next few weeks; the first three months.*

### Exercises and questions.

I. Comment on the position of the attributes in the following sentences:

1) The gay blue chintz window curtains. 2) The quaint and picturesque architecture of Elizabeth's time. 3) A light gentle wind. 4) It was a



beautiful laugh, low and gentle. 5) A fragrant little garden. 6) A curious little old snuff-box. 7) A sunburnt, quick, lithe little man. 8) A stout, serviceable, profoundly calm man. 9) The sun went down in a red, green, golden glory. 10) Pet was a fair girl with rich brown hair.

II. Arrange the following attributes in their proper order (front-position):

1) a box (little, curious, green); 2) a thing (old, dear); 3) stockings (black, fashionable, silk); 4) a man (singular, young); 5) the thing (gracefullest, prettiest, neatest); 6) flags (silk, red, large); 7) a lining (white, silk); 8) a gentleman (old, queer); 9) a room (little, snug); 10) a woman (old, little, amazing); 11) a stand (umbrella, mahogany); 12) a landscape (varied and rich); 13) a face (red, jolly); 14) a wood (shady, deep); 15) May is a month (blooming and fresh); 16) a waistcoat (cloth, black); 17) a chair (high-backed, leather-cushioned); 18) a gown (silk, faded); 19) Mary (little, poor); 20) a man (thin, pale).

III. a) When is the attribute used in the post-position?

b) What do you know about the position of the following adjectives: next, last, both, present, possible, imaginable.

Illustrate by examples:

c) What stock-phrases do you know in which the attributes are used in the post-position?

### § 33. Position of Adverbial Modifiers.

An adverbial modifier expressed by an adverb or its equivalent may modify a particular element of the sentence: the verb, the adjective or the adverbial, or the sentence as a whole. The position of the adverbial modifier depends on the nature of the modified element.

I. An adverbial modifier always stands in front of the adjectives and adverbs it modifies; e. g. *One of the best and most popular authors in the land of Soviets is A. Tolstoy. We thank him most heartily for his books.*

**Note.** The adverb *enough* stands in the post-position. *The walk was long enough. You walk fast enough.*

II. With verbs adverbial modifiers may stand in pre-verbal, in post-verbal and in mid-position.

We shall consider the following kinds of adverbial modifiers:

1. Adverbials of manner.

a) With intransitive verbs adverbials of manner generally take the post-verbal position; e. g. *Birds fly high. I find that you walk very quickly.* Compare with the Russian:..., что вы быстро ходите.

**Note.** *Little Fred slowly recovered. The figure slowly, silently approached.* In these sentences the adverbs seem to be emphasized.

b) With transitive verbs adverbials of manner stand either after the object or before the verb, thus never separating verb and object. *They accepted our help gratefully. We do our work quietly. They gratefully accepted our help. We quietly do our work. He scolded me gently. He gently scolded me.*

Compare with the Russian: Они приняли с благодарностью нашу помощь.

**Caution.** The verb may be separated from the object only when the latter is modified by a phrase or a clause, or is made up of two or more elements; e. g. *We carry out **with vigour** our leader's words to increase the productivity of labour. I am doing **with pleasure** the work which I find both interesting and useful. At sunset she watered **carefully** every rosebush and flower-bed.*

c) When the object is expressed by an infinitive, the adverb of manner is generally placed before the verb: *I **gladly** accepted his offer to help me. He **eagerly** agreed to take part in our work.*

**Note.** The split infinitive (an adverb coming between the particle *to* and the infinitive) is peculiar to English idiom. However, it is generally avoided whenever possible; e. g. *He wants to **thoroughly** investigate the matter,*—instead of: *He wants to investigate the matter **thoroughly**. I am not eager for him to **ever** return.*

d) Prepositional objects being less closely connected with the verb stand after adverbial modifiers; e. g. *The director listened **carefully** to the report of his secretary. The girl turned **abruptly** to the man. But: He looked at me **closely** (the object is expressed by a personal pronoun).*

e) The adverb of manner may be placed at the beginning of a sentence for emphasis; e. g. ***Very slowly** he rolled over on his other side. **Slowly** he followed the course of the strange stream.*

**Note 1.** The majority of adverbials of manner are expressed by adverbs ending in *ly*; there are, however, some monosyllabic adverbs, such as: *fast, straight, long, low, near, hard*, and some others which do not take the ending *ly*, i. e., they have the same form as adjectives: *he runs **fast** (not **fastly**), stand **near** (not **nearly**), we work **hard** (not **hardly**).* At the same time the adverbs *nearly* and *hardly*, expressing degree, have another meaning; e. g. *I have **nearly** (almost) finished this book. He can **hardly** (scarcely) understand me.*

Remember the following set expressions where the adverb has an adjective form: *speak loud* (but, *they knocked loudly*); *write close* (but, *she looked at me closely*), *answer right*, or *wrong*; *sell, buy dear*, or *cheap*; *it serves you right* (but, *they were rightly condemned for the crime*); *fly high*, *sing high* (but, *speak or think highly of somebody*); *drink deep* (but, *I am deeply hurt*).

**Note 2.** An adverb of manner placed before an adjective sometimes takes an adjective form; e. g. *wide awake, dead tired, dead sleepy, wide open, an uncommon good thing* (colloquial). Remember the following compound adjectives: *new-laid eggs, new-baked bread, new-mown hay, new-coined words, new-born babies, a full-chested man*, but: *a newly-married couple, a newly-painted house*.

2. Adverbs of degree (*rather, quite, almost, hardly, fully* etc.) usually stand in front of the verb, both transitive and intransitive: *It was so slippery this morning that I **almost** fell. We **nearly** died from laughter. I **rather** like it. I **quite** understand you. He **fully** believed it.*

**Note.** The emphatic position: *I like it **rather**.*

3. Adverbs of indefinite time and of frequency (*always, never, nearly, usually, often, seldom, rarely, ever, hardly ever*) as a rule, stand before the verb, both transitive and intransitive; e. g. *Misfortunes **never** come singly. I **usually** have English lessons in the morning.*

A few adverbs of frequency, however, may be put either before or after the verb; e. g. *I **sometimes** go there. I go there **sometimes**. We **generally** study in the morning. We study **generally** in the morning.*



**Exception.** With the verb *to be*, adverbials of indefinite time are usually placed after the verb; e. g. *During her illness she was **never** out of patience. Dictionaries are **always** in demand.*

**Note.** For emphasis these adverbs stand before the verb; e. g. ***Never** was my mother so glad in all her life. **Never** did the days pass so joyfully as in the mountain camp.* (Inverted Order.)

4. With compound tense-forms adverbials of manner, degree and of indefinite time are generally placed: a) between the auxiliary and the principal verb, or b) if there are two auxiliaries, between the first and the second auxiliary; e. g.

a) *Night was **slowly** approaching. He has **just** come here. We shall soon know about it. Look at her; she is **almost** fainting.*

b) *It has **already** been decided. The program has **since** been considerably changed. I should **never** have thought of that.*

**Note 1.** Observe the place of *not*: *We do **not** think so. Is he **not** at home?*—In contracted forms we have: *Isn't he at home? Aren't you glad to see me? Hasn't she come?*

**Note 2.** Observe the position of *yet*: *I have not **yet** finished my work. I have not finished my work **yet**.*

5. Adverbials of definite time (*to-morrow, to-day, yesterday* etc.), also adverbials of place, may either follow or precede the verb.

As a rule, adverbials of place precede adverbials of definite time, but this position is reversed for the sake of emphasis, or when either adverbial forms a sort of connecting link with a previous sentence; e. g.

a) *I am going **to the country** next month. I shall see him **at the institute** to-morrow.*

b) *At this time **next month** we shall be in the South. Now we are passing Kursk. In **Kharkov** we must later change trains. The evening was foggy and chilly. **In the morning** the sky was clear and blue again.*

**Note 1.** When there are two adverbials of place, the one that is more specific precedes the other; e. g. *These magazines lie on the table in the library.*

**Note 2.** When not only the day, but also the hour is mentioned, the latter stands first (as it is more specific). *The train leaves at 3 o'clock to-morrow morning.*

6. The post-position of various adverbials may be represented by the diagram given on page 49.<sup>1</sup>

Both in spoken and literary language there are many deviations from this scheme due to the relative weight of different parts of a sentence. The following are the most frequent cases:

a) *The post-boy was driving **briskly** through the open street* (manner precedes place). *A little town lay **sleepily** at the bottom of the valley* (the same). *We worked **for some time** at the home of her friend* (duration precedes place).

b) *I met him **last night** at the house of my friend* (time precedes place).

<sup>1</sup> Palmer, A Grammar of Spoken English, § 452.

Subject, Verb, Direct and Indirect Object	Place	Manner	Time	
			Duration	Definite Point
I stayed	there	willingly with pleasure	for three weeks	last year
He has worked	at this place	very successfully	for 2 years	
I played it		very quickly	for some time	yesterday
They teach us French	here			three times a week

7. The adverbs *only*, *at least*, *solely*, *at any rate*, are generally placed as near as possible to the word they modify; e. g. *He **only** glances at the paper in the morning. He reads the paper **only** in the morning. He reads **only** the paper in the morning. **Only** he reads the paper in the morning.*

**Note.** In spoken English these adverbs generally precede the verb, and the words modified are marked by an appropriate stress: *He **only** 'glances at the paper in the morning. 'He **only** reads the paper in the morning. He **only** reads 'the paper in the morning. He **only** reads the paper 'in the morning.* (Palmer, A Grammar of Spoken English).

*'I at least helped him to bed. I at least 'helped him to bed.*

8. Adverbials that modify a sentence are placed either at the beginning of the sentence, or in the middle, and sometimes at the end: *Of course, I shall see him. Clearly, it is not to be obtained in a day. He speaks English exceedingly well, in the opinion of his teacher. I shall go there perhaps to-morrow.*

#### QUESTIONS.

1) What parts of speech do adverbs modify? 2) Where are adverbs modifying adjectives and adverbs usually placed? 3) What do you know about the position of the adverb *enough*? 4) What do you know about the position of adverbials with verbs? Of adverbials of manner, degree, indefinite time, definite time, place, duration, sentence-modifying adverbials?

#### Exercises.

I. Arrange the following groups of words in their proper order:

- 1) never home at he is in the evening. 2) enough room this large is.  
3) meeting resolutions the unanimously passed the. 4) shall you letter



this slowly I to read? 5) they written often many have exercises. 6) yet you received letter my have not. 7) done been has it already. 8) likes she very skating much. 9) typist not left office the yet has the. 10) month must next from they country the come. 11) tired very I sometimes am. 12) 10 o'clock examination the morning fixed is for to-morrow. 13) started tourists the from 5 morning the o'clock at camp in the. 14) only is advanced this for book students.

II. Explain the position of the following adverbials. Would it be possible to place them differently?

1) He hurriedly wrapped himself in a dressing-gown. 2) Right into the club reading-room he went with a heavy step. 3) She locked the door very carefully. 4) I should very much like to see him. 5) At the station we were told that we were not to get off at Minsk. 6) That story had long since been forgotten. 7) The car came quickly round the corner. 8) He wished to utterly forget his past. 9) Very patiently she waited another hour and then went out. 10) I was then on a walking tour in the Caucasus. 11) Isn't it interesting?

III. Place the following adverbials correctly. Give your reasons:

1) (willingly) I do the work which you have offered me. 2) (with great pleasure), (very attentively) the botanist examines every blade of grass and every flower. 3) (with great pleasure) we read the books you have recommended to us. 4) (gracefully), (with one hand) the man raised his hat. 5) (perfectly), (on the spot) they stood fixed. 6) (eagerly) I wanted to see her. 7) (fortunately) the fire was put out at once. 8) (curiously) she looked at them. 9) (curiously) she looked at everybody. 10) (in the middle of the room), (on the table) a beautiful vase stood. 11) (in the country), (a month ago) I saw a hunter who had killed hundreds of foxes.

IV. Insert the proper adverb in each blank; explain your choice:

*Hard, hardly.*

This student can ... read in English.

We always work ... at our English.

*Near, nearly.*

Is the river far? No, it is quite ...

Why don't you go to bed? It is ... 1 o'clock.

*Just, justly.*

It is ... as you say.

I have ... seen this man pass.

This man ... passes for a very able man.

*Pretty, prettily.*

These children dance ...

How are you? Thank you, I am ... well.

*Late, lately.*

Better ... than never.

I have read a good deal ...

*Short, shortly.*

Don't be long with your story; tell it ...

While going up the hill, our motor-car stopped ... and we were obliged to get out.

Some books on English grammar will be published ...

*High, highly.*

This book is ... spoken of by everybody.

Don't speak so ... ; your voice will carry much better then.

### § 34. Emphatic Inversion and Other Methods Producing Emphasis.

Emphatic inverted order is obtained when different parts of a sentence, chiefly adverbials, predicatives and objects, are placed in emphatic positions.

1. Inversion as the result of the emphatic position of adverbials.

Such inversion occurs most frequently in the following cases:

a) In lively speech when such adverbs of direction as: *away, up, down*, etc. open the sentence, and the subject is a noun or an indefinite pronoun; e. g. *Away ran the merry children. Up went all the hands. Down went the window with a crash. Away went everybody.* But: *Away they ran; up they went*, etc. if the subject is expressed by a personal pronoun.

b) When an adverb, an adverbial equivalent or a correlative conjunction with a negative or restrictive meaning opens a sentence: *never, never once, in vain, no more, little, not — only, scarcely — when, hardly — when, no sooner — than*; e. g. *Never once has the Soviet Union deviated from its policy of peace and friendship with the toiling masses of the world. Never was there a more splendid sight than the Red Square in Moscow on the First of May. In vain did the little boy implore his cruel master to stop beating him. Little did we think about it then. Hardly had the ship moored, when a terrible storm broke out. No sooner did the ship moor than a terrible storm broke out.*

**Note.** In unemphatic speech we have: *The Soviet Union has never deviated from its policy of peace and friendship with the working masses of the world. The little boy in vain implored his cruel master to stop beating him. The ship had scarcely moored when a terrible storm broke out*, etc.

c) With adverbs of manner: *Silently and patiently did the doctor listen to the patient.*

2. Inverted order as a result of the emphatic position of predicatives, provided the subject is a noun or an indefinite pronoun: *"Uneasy lies the head that wears the crown"* (Shakespeare). *Bright and sunny was the day of the demonstration.* But: *Cold and lifeless he lay* (the subject is a personal pronoun).

**Note.** Observe the frequent emphatic position of the predicative followed by *as* with the normal and (occasional) inverted order: *Hot as the day may be, I always go for a swim.* (However hot the day may be ...) *Cold as was the water, I plunged into it without hesitation.* (Though the water was cold ...)



3. Inverted order as the result of an emphatic negative object placed at the head of a sentence: *Not a word did he say, not a sigh did he breathe.*

With an emphatic positive object we use normal order: *Serenity Shakespeare did attain.*

4. Inverted order occurs frequently when the phrase *many a* stands at the beginning of a sentence: *Many a sleepless night did she spend. Many a tear did she shed (many a is an attribute).*

Another method producing emphasis:

A particular word may be made much more emphatic by prefacing it with the words *it is* or *it was*.

Consider the sentence: *Alfred conquered the Danes in 878.* We may make *Alfred, the Danes, or 878*, especially prominent thus: *It was Alfred who conquered the Danes in 878. It was the Danes whom Alfred conquered in 878. It was in 878 that Alfred conquered the Danes.*

### Exercises.

I. What parts of each of the following sentences stand in emphatic positions? Explain each case of inversion:

1) Bright and pleasant was the sky, balmy the air, and beautiful the appearance of every object around. 2) "How weary, stale, flat, unprofitable seem to me all the uses of the world" (Shakespeare). 3) Not a single word did Pegotty speak. 4) But his grandson he had refused to see until the next day. 5) Never did she seem so kind and gentle as on the day of our parting. 6) Not only did the Danes come and conquer England, but they settled down to live there. 7) Away ran the boys, shouting and laughing. 8) Away they went, down the narrow lanes. 9) Such, thought Mr. Pickwick, are the narrow views of those philosophers. 10) Hardly had seven o'clock ceased striking on the following morning when Mr. Pickwick awoke. 11) Slowly and sadly did the two friends and the deserted lady return next day. 12) Little did he know what awaited him that day. 13) Weary as we were we continued our way.

II. Rewrite the same sentences in unemphatic speech.

III. Rewrite the following sentences in unemphatic speech:

1) It was not until seven o'clock in the evening that we reached home. 2) It is Shakespeare that I appreciate more than any other English writer. 3) It was not until the close of the month that a decisive battle took place. 4) It is only a very small portion that I have read.

### § 35. Position of the Preposition.

A preposition is placed before its object. *We take part in socialist competition. This book is on Lenin. The worker works with tools.*

With the relative and interrogative pronouns *who, which, what, that*, the preposition, in colloquial speech, is separated from its object and placed after the verb. The relative pronoun may then be omitted:

- a) 1. *The room in which we live is not large.*  
*The room we live in is not large.*

2. The man **to** whom you spoke yesterday is a well-known engineer. The man you spoke **to** is a well-known engineer.
3. The plan **at** which I am working must be completed in time. The plan I am working **at** must be completed in time.
- b) 1. **For** whom are you looking? Whom are you looking **for**?
2. **At** what are you looking? What are you looking **at**?
3. **With** what do you write? What do you write **with**?

### Exercise.

In the following sentences place the prepositions after the verb:

- 1) Take the knife with which to cut some bread.
- 2) The student about whom I want to tell you is here.
- 3) You have no pen with which to write a letter.
- 4) This is the man with whom I am going to work.
- 5) On what does it depend?
- 6) By whom is this book translated?
- 7) With what do you eat soup?
- 8) About what would you like to speak to me?
- 9) Of what is it made?
- 10) At what were you laughing when I came in?

## § 36. Common Errors in the Order of Words.

### Subject and Verb.

Under the influence of their native tongue Russian students are apt to misplace the subject in declarative sentences as well as in indirect questions.

The following are the most typical cases.

#### Wrong.

1. As a result broke out a terrible epidemic of cholera.
2. For the theatre pays the factory.
3. I asked him could he do it.

#### Correct.

1. *As a result a terrible epidemic of cholera broke out.*
2. *The factory pays for the theatre, or: It is the factory that pays for the theatre (emphatic).*
3. *I asked him if he could do it.*

**Note.** In indirect speech the order of words is the same as in a declarative sentence.

4. Ask him at what time was it.
5. Do you know how many people are there here?
6. He does not know when did he see it last.

4. *Ask him at what time it was.*
5. *Do you know how many people there are here?*
6. *He does not know when he saw it last.*

### Subject and Attribute.

#### Wrong.

1. I see some bathing people in the sea.
2. There are some flying flags to-day.

#### Correct.

1. *I see some people bathing in the sea.*
2. *There are some flags flying to-day.*



*Bathing* and *flying* in these two sentences are not verbal adjectives; they are participles in which the verbal character of the participle is present; therefore they must be used in the post-position.

Compare with: *The flying-machine is on the ground. My bathing-costume is quite torn.*

### Verb and Object. Verb and Adverb.

The wrong position of the object and the adverb is very characteristic of Russian students of English, the most common error being the separation of the object from its verb by an adverb or its equivalent.

#### Wrong.

1. She takes every day lessons.
2. He took from the table a book and put it on the shelf.
3. He put in his pocket some money.
4. I can it show you.
5. I very much like to read.
6. The article we use....

#### Correct.

1. *She takes lessons every day, or: Every day she takes lessons.*
2. *He took a book from the table and put it on the shelf.*
3. *He put some money in his pocket.*
4. *I can show it to you.*
5. *I like to read very much.*
6. *The article is used.... We use the article....*

### Errors in Negation (very frequent with Russian students).

#### Wrong.

1. a) Nobody cannot explain it to me.
- b) I shall stay here until he does not come.
- c) Put down this word lest you should not forget it.
- d) He made no any remark.

#### Correct.

- Nobody can explain it to me.*
- I shall stay here until he comes.*
- Put down this word lest you should forget it.*
- He made no remark, or: He did not make any remark.*

In negative sentences only one negative should be used.

In such sentences as: *It is not improbable; the Arctic Region is no longer inaccessible to mankind*,—two negatives cancel each other and make an affirmative: *It is probable. The Arctic Region is accessible.*

2. *Is England not an agricultural country?*

Yes, it is not. (Wrong.)

No, it is not. (Correct.)

The answer *yes* means "England is an agricultural country". *No*—confirms the negative as correct.

### Exercises on Word-Order.

I. Arrange the following groups in their proper order:

- 1) you there did to promise go?
- 2) two in there are room the windows.
- 3) there a yesterday was meeting?
- 4) students are many institute there at how your?
- 5) opinion was there difference in no.
- 6) hat on your

put. 7) rule this me explain to. 8) you them sent have office to the? 9) did give him it you to? 10) her to them don't send. 11) girls are both here. 12) carpet beautiful Turkish a new. 13) a dress charming white linen. 14) I time much have never. 15) there economic are country our crises in no. 16) shall Lenin's words never we forget. 17) shall in Stalin-grad we autumn to go. 18) letter delivered us to the 7 evening o'clock at the was in. 19) how ask much him is it. 20) reads you know do he how? 21) ask how books many shall I has he? 22) tell kindly time is me what it. 23) forget where don't tell they him are to. 24) he know does is why so it? 25) wonders everybody it is what. 26) know I want money to how much have you. 27) large I room this wonder is how. 28) there me people are tell how many. 29) if know books he you do has any at home? 30) ribbon black broad a silk.

II. Translate the following into English:

1) Мне кажется, я кого-то сейчас видела. 2) Мы очень любим заниматься музыкой. 3) Я не знаю, начался ли уже урок? 4) Мой брат начал опять заниматься музыкой. 5) Студенты занимаются по вечерам дома. 6) Я вам говорю, что начинается гроза. 7) Мы его никогда не видели. 8) У вас болит горло, вы не можете выходить. Да, я не могу. 9) Скажите мне, где находятся самые большие залежи угля. 10) Все наши студенты едут весной на практику. 11) Он хорошо читает? 12) Вы что-то слышали, почему же вы это скрываете? 13) Наш завод выпускает в этом году новые автомобили. 14) Эту комиссию созвало правительство, чтобы проводить контроль над производством. 15) Книги положите на стол, а картины поставьте осторожно на пол. 16) Эти книги купили мне мои друзья летом в Москве. 17) Верните мне мой словарь, я вам его дала в институте. 18) Я решил вчера вечером почитать, но, к сожалению, потух свет. 19) Сослагательное наклонение мы употребляем в следующих случаях. 20) Мне не совсем понравилась эта книга.

III. Rearrange the following sentences, giving reasons for your corrections:

1) I saw a man who had shot two bears in Moscow a month ago. 2) Driving up in his motor-car we saw him as we were going to work. 3) They came upon a man lying fast asleep in the sun very soon. 4) He wrapped himself in a dressing-gown hurriedly. 5) She drew a copy of last week's issue from her muff. 6) You have some knowledge of the subject at any rate, while I know nothing about it. 7) The City Council has resolved to erect a school to accommodate a thousand children three stories high. 8) He left very slowly the room repeating his determination not to go there. 9) They hurried to the game back. 10) She did not like her keeping so close much.

## CHAPTER V.

### CONCORD.

#### § 37. Agreement of the Predicate Verb with the Subject.

A verb must be of the same number as its subject; i. e. a verb is singular when the subject is singular in form and idea and it is plural when the subject is plural in form and idea; e. g. *The Soviet chemical*



industry is developing rapidly. Among mineral products clay **ranks high in value**. Different parts of the world **produce** different commodities. **Where are they?**

The following special rules of concord should be noted and followed:

1. Two or more singular subjects connected by *and* require a plural verb: *England, Wales and Scotland **abound** in minerals. A concert and supper **were** to be given that night. His wife and daughter **are** in the country.*

**Note.** If one of the nouns is in the plural, the verb is, naturally, in the plural too: *Your mother and sisters **are** here. The house and gardens **are** open for inspection every day.*

Two singular nouns connected by *and* and requiring a plural verb may stand in different combinations, namely:

a) Two singular nouns may have one common attribute (noun-modifier): *Considerable help and attention **are** needed. Great disorder and confusion **are** the result of poor organization.*

b) One singular abstract noun or a noun of material may be modified by two or more adjectives connected by *and*, thus clearly indicating that two or more things are meant. *Secular and sacred poetry **were** both flourishing at that period. Hot and cold water **are** both necessary for washing. Sweet and sour milk **are** not to be mixed.*

The nouns in these examples retain their singular form, since, being uncountables they cannot be used in the plural. (See § 6, Note 2).

c) With countables (or with class or abstract nouns which may be used in the plural) which are modified by two or more adjectives connected by *and* and require a plural verb, it is possible:

1) to repeat the article before every modifier and leave the noun in the singular; e. g. *The fifteenth and the sixteenth century **are** remarkable for their cultural development. The Red and the Mediterranean Sea **are** inland seas. A second and a third bowl **were** ordered in. A black and a white kitten **were** playing on the hearthrug;* or 2) to mention the article once and use the noun in the plural; e. g. *The fifteenth and sixteenth centuries **are** remarkable for their cultural development. The Black and Mediterranean Seas **are** never frozen.* (The latter construction seems to be the more usual one, though it is possible only with noun modifiers preceded by the definite article.)

2. Two singular nouns connected by *and* require a singular verb:

a) When they refer to the same person, thing or idea: *A great scientist and social leader **is** dead. My colleague and dear friend **is** dangerously ill. A black and white woollen jacket **is** just what you want. A hue and cry **was** raised. The sum and substance of the matter **is** this.*

b) When they denote parts of a whole felt as a unit: *Bread and butter **is** good to eat. A carriage and pair **was** standing at the door.*

Compare with: *A great poet and a great social leader **are** dead* (two persons) (co-ordinated subjects). *A black and a white woollen jacket **are** for sale* (two things).

3. The verb is often singular when it precedes two or more nouns connected by *and* in enumeration (after the introductory adverb *there* and *here*). Usually the first noun in a series is singular or both the nouns

are singular; e. g. *There was a round mahogany table and some easy chairs in the middle of the room. There comes the old man and his three sons. Here is a tender piece of meat for you and another knife (here is—understood). In front of us there was a house, and a small garden. Here is your hat and gloves.*

**Note 1.** If the first noun after the verb is plural, or if both the nouns are plural, the verb is, naturally, plural too: *There were some easy chairs and a round table in the middle of the room. There are many tables and chairs here.*

**Note 2.** *Where are my hat and gloves? Where are your daughter and your son?*

Compare with: *Here is your hat and gloves.*

**Note 3.** Examples with a plural verb before a series of singular nouns are by no means rare in literary English and this is the form insisted on by grammarians; e. g. *There is a good stone prison here; and there are, besides, a handsome church, a court-house, public offices (Dickens). Among the exports of Brazil are sugar, rum, coffee and cocoa. In Brazil are cultivated much maize, sugar and tobacco.*

4. A singular verb is usual after coordinated infinitives used as subjects: *To work with enthusiasm and thus to make life worth living is what everybody should aim at. To write and to speak English well is not so easy.* On the other hand, coordinated gerunds or verbal nouns used as subjects require a plural verb: *Bleaching and dyeing are chemical processes. Swimming in summer and skiing in winter are very pleasant. The buying, selling and carrying of commodities are comprised in the industries of trade and transport.*

5. A singular noun connected with another noun or nouns by *with* or *together with* requires a singular verb: *The Kirov Plant with its numerous workshops and laboratories is one of the largest factories in Leningrad. The area of the United Kingdom of Great Britain and Northern Ireland together with the Irish Free State is about one hundred and twenty-one thousand square miles.*

**Note.** The *with*-phrase in the sentence: *The Kirov Plant with its numerous workshops*—is an attribute of the singular subject. But in: *The Red Army man with his two comrades were rewarded for bravery*,—the nouns express coordinated ideas; therefore a plural verb is required.

6. When two singular nouns are connected by: *either—or, neither—nor, not only—but also, or, and nor*,—the verb is singular: *Either he or she is at the telephone. Neither duty, nor honour, nor gratitude had any possible claim on him. Not only the horse, but also the garden was badly damaged by the fire. A river or a lake is sure to be in this direction.*

**Note 1.** When one of the subjects is singular and the other is plural, put the plural subject last and make the verb plural. *Either the professor or his assistants work with us. Neither the professor nor his assistants were present at the last meeting. Not only the professor, but also his assistants were present.*

**Note 2.** When the subjects are not of the same person, the verb takes the person of the subject that stands nearest to it. *Either my sister or I look after mother. Neither my sister nor I look after mother. Not only my sister, but also I look after mother.*

**Note 3.** It is always possible to repeat the verb: *Either my sister looks after mother, or I do.*



**Note 4.** The expression *one or two* always requires the plural: *There are one or two questions I want to speak to you about.* After a word or two the singular is often used: *Only a word or two is required.*

7. When two singular nouns are connected by *as well as* the verb is singular: *Engels as well as Marx was a great revolutionary leader. Flax as well as corn is a product of our country. The garden with its pretty flower-beds as well as the kitchen-garden was overflowed.*

Compare with: *The garden with its pretty flower-beds and the kitchen-garden were overflowed.* (two coordinated subjects connected by *and*; the verb is in the plural).

**Note.** If the nouns differ in person, or number, or in both, the verb agrees with the noun that stands first. Such a construction, though grammatically correct, is awkward and may be replaced by the one in which the verb is repeated.

Grammatically correct.

The construction to be preferred.

He as well as I is mistaken. Several workmen as well as the chief engineer of this shop have given valuable suggestions.

*He is mistaken, so am I. Several workmen of this shop have given valuable suggestions, so has the chief engineer.*

8. A singular subject connected with other nouns (singular or plural) by the following: *no less than, and not, like, but (except)*, is usually followed by a verb in the singular: *Ostrovsky's mind, and not his body, was strong. Man, no less than the lower forms of animals, is a product of the evolutionary process. The Arctic region, like that of the Antarctic, is covered with ice and snow. Nothing but heavy clouds was seen in the sky.*

9. A singular verb follows *each, every, either, neither*, used as adjectives, as well as: *each, each one, either, neither, everybody, nobody*, etc., used as pronouns (since all these words suggest singularity): *Every worker is a member of a trade-union. Each member present was to vote. Either expression is correct. Neither expression is correct. Either of these two proposals is valuable. Neither of these two planes has been tried out yet. Each of these hundreds of young men is prepared to defend his land of Soviets.*

**Note 1.** The idea of separation associated with *each* and *every* is so strong, that nouns modified by these adjectives and at the same time connected by *and* are followed by a singular verb: *Every bush and every tree is in bud. Every corner and every nook was carefully searched.*

**Note 2.** *Either* and *neither* are sometimes used in the sense of *both* to express plurality; in this case they are followed by a verb in the plural: *Neither are alive* = both are dead. *Are either of you dining out* = Are you both dining out?

**Note 3.** When *each* is in apposition to a plural subject, the verb is plural: *The sixty men were each provided with a rope.*

10. The subject expressed by the pronouns *none* and *who* may be followed by a verb in either singular or plural number, depending upon whether the singular or plural idea is uppermost in the speaker's mind. *None* (now used only in literary English) is generally followed by a plural verb; in spoken English *none* is generally replaced by *no one*, or

*nobody* (with a singular verb). *None of them have come.* The verb is plural, because the word *them* implies plurality.

Compare with: *No one has come. Nobody has come.*

*Who* as an interrogative pronoun is usually followed by a verb in the singular: *Who has done it?* etc.

Occasionally *who* is used with a verb in the plural: *Who sit on the branches?* (Ripman, First English Book). *Who have agreed to act?*

### Exercises.

I. Underline the form of the verb or noun which is correct:

1) The cat and the dog is (are) domestic animals. 2) A red and white handkerchief is (are) lying in my drawer. 3) A red and a white handkerchief is (are) lying in my drawer. 4) The black and white kitten is (are) a great favourite in the house. 5) The black and the white kitten has (have) been given away. 6) Sun and air is (are) necessary for life. 7) Tender love and care is (are) not easily forgotten. 8) Snow mixed with rain is (are) falling. 9) Whisky and soda is (are) a drink used in England and America. 10) The ebb and flow of the tide is (are) regular. 11) A purse with 10 roubles has (have) been lost. 12) The taste of these apples and pears is (are) excellent. 13) There was (were) a tray and some cups on the table. 14) The new sweets and toy and china stall has (have) just been opened. 15) Flax-growing and spinning is (are) two of the oldest industries of Belgium. 16) The French and English language (languages) has (have) a complicated system of tenses. 17) Not only iron, but also other metals are (is) found in large quantities in our country. 18) Neither the moon nor the stars is (are) visible to-night. 19) One or two apples is (are) very pleasant after dinner. 20) Neither snow nor rain has (have) kept him at home. 21) Either a tram or a motor-car is (are) approaching. 22) Nothing but rain and clouds is (are) not very cheering. 23) Either you or I am (are) mistaken. 24) Not only you, but also I am (are) mistaken. 25) No tree, no rock is (are) to be seen, nothing but sand. 26) The commander of "the Sedov", together with the members of the crew, was (were) welcomed by the whole country. 27) Every mill with its laboratories is (are) electrified. 28) Each day of the year bring (brings) us something new. 29) Every man and every woman is (are) urgently needed in case of war. 30) Every man of the boat's crew except two was (were) at his post. 31) Not a word of these lectures was (were) ever missed by anybody. 32) None of the men selected has (have) refused to become pilots. 33) Diligence and not natural abilities has (have) been the cause of his success. 34) None of the prisoners was (were) released on that day. 35) Where is (are) the nurse and her little charges? 36) Here is (are) the nurse and her little charges.

II. Make two sentences out of each of the following sentences, so that there will be two verbs in place of one:

1) Not only you but I myself was quite upset. 2) You as well as I are quite upset. 3) Pictures as well as a Persian carpet are for sale. 4) The flowers as well as the grass are withered. 5) Neither you nor I am inclined to stay here. 6) Not only the moon, but the stars are shining bright.



## § 38. Difficulties in Concord.

In Modern English one and the same word standing for the subject may be followed by a verb in the singular or the plural, depending upon whether it expresses the idea of oneness or plurality. This distinction is observed in the following cases:

1. a) A collective noun which denotes a group or collection of similar individuals as a whole is followed by a singular verb: *The class **is** large. His family **is** small. Our Red Army **is** well trained. The committee **is** not numerous. Our government **is** a Soviet government.*

**Note.** Which and not who is applied to collective nouns: *The committee **which** has just been elected has some important questions to discuss.*

b) A noun of multitude which denotes the individuals of the group taken separately is followed by a plural verb: *The majority of those present **are** members of the Party. The public **are** asked not to make a noise. The Government **were** present at the first night performance of the Armenian Theatre.*

**Note 1.** Who and not which is applied to nouns of multitude. *The committee, **who** have all arrived, now send their greetings.*

**Note 2.** Commit to memory the following collective nouns, which may also be used as nouns of multitude: *a staff of workers and employees; a team of players (football, cricket); a force of policemen; a troop of riders; a crowd, or multitude of people; a crew of sailors; a class, a form of pupils (school children); a chorus of singers; a pack of hounds or wolves; a gang or band of robbers; a brood of young birds; a shoal of fish; a flock of geese, of sheep; a stud of horses; a litter of puppies; a herd of cattle; a hive or swarm of bees; a nest or swarm of wasps.*

c) Nouns used only in the plural (nouns of multitude). **Cattle:** *Cattle graze in meadows.* **Poultry:** *The poultry of our state farms are sent to town.* **Clergy:** *The clergy are supporters of capitalism.* **People:** *There are many people in the street.* **Police:** *The police were concentrated in great numbers in the district where the workers were striking.* **Militia:** *In Western Byelo-Russia and Western Ukraine the newly organised volunteer militia proudly display their red arm bands.*

**Note 1.** The noun *gentry*, which is also considered by grammarians as a noun of multitude, is often used with a verb in the singular; e. g. *The gentry **were** displeased with the king, or: The gentry **was** against it.*

The noun *people* is also used as a collective noun; it then means *nation*. *The Afghanistans are a warlike people.*

2. Note the following:

a) *The number of exercises in this book **is** not great. The number of students at pedagogical institutes of foreign languages **increases** every year. There **was** a great variety of scenery. So great a variety **is** tiring.*

The words *number* and *variety* are collective nouns used as singular subjects.

b) *A number of research institutes **have** been opened lately. A great number of books in the Byelo-Russian language **have** been sent from Minsk to Western Byelo-Russia. A great variety of pictures **are** for sale.*

Here *number* and *variety* should be considered as indefinite numeral pronouns with plural force. Their Russian equivalents are: „многие“, „разнообразные“.

c) After such words as: *majority, succession, portion, proportion, part, bulk, series*, there is the same difference of usage depending upon the meaning.

The verb is plural in the following examples: *The great majority of the workers of capitalist countries **are** always threatened with unemployment. Up to 1917 the overwhelming majority of the inhabitants of Russia **were** engaged in agriculture carried on by the most primitive methods. In Elizabeth's reign the bulk of English vegetable supplies, such as beans and peas, **were** imported from Holland. A series of lectures on Russian art **were** delivered at the Hermitage. On the banks of the Clyde **are** a succession of shipyards.*

3. The indefinite numeral pronouns: *half, most, plenty, lots and heaps* (the last two used only in spoken English) may be followed by a verb in the singular or the plural, depending upon the meaning: *Most of the people of Indo-China **are** of the Mongolian type. Most of the trade of Canada **is** in grain, timber and furs. About half the yield of coal in the Soviet Union **comes** from the Donetz Basin. Half his mistakes **come** from inattention. There **are** plenty of other places, why do you go to this one? Do sit down. There **is** plenty of room for all of us. Don't go away. There **is** lots to do. Lots of people **play** tennis. There **was** heaps of fun at the games. There **are** heaps of things to be done this afternoon.*

4. The group *more than* is followed by a plural verb in such sentences as: *In England and Wales more than thirty-three per cent of the population **are** dependent on the factories. More than two people at a time **are** not admitted to the patient.*

It is singular in: *More than two-thirds of the land in Western Ukraine **was** in the hands of the land-owners. (See 5, below.) Usage fluctuates in: More than one **has** (have) told you about it.*

Note the following: *A great many people **are** present. A great deal of snow **has** fallen. Many a man **has** passed along this road.*

5. A plural noun is followed by a singular verb in the following cases:  
a) When the noun represents a single quantity or mass. *Fifty roubles **is** quite enough for this purse. Five yards **is** too little for two dresses. There **was** a hundred roubles in his pocket. Two eggs **is** quite enough for breakfast. A pair of good shoes **was** standing on the floor.*

b) When it is the title of a book: *"Tales of Unrest" **is** written by Joseph Conrad. "Mornings in Florence" by Ruskin **is** a delightful book on early Italian art.*

**Note.** "Canterbury Tales" by Chaucer seem to be followed by a plural verb.

c) When it is the title of a country: *The United States **is** in North America. The Netherlands or Holland **is** a small country, occupying the delta of the Rhine River. But also in the plural: The United States of America **have** very good means of communication (here the separate states are referred to).*

6. *Is* and *are* in the multiplication table: *Twice two **is** four. Twice two **are** four.* Both forms are equally correct.

7. When the subject is a simple singular not accompanied by nouns of



multitude (as *number, family* etc.), or a simple plural (*workers, gentry* etc.), the verb follows the number of the subject, no matter what the number of the subjective predicative may be: *The first crop **was** carrots. Carrots **were** the first crop. Our guide **was** the stars. The stars **were** our guide. It **was** Government loans that I purchased. It **was** the exercises which I liked most of all.* (It—a singular subject.)

8. *What* as a singular pronoun is followed by a verb in the singular, no matter what the number of the predicative may be: *What astonishes me most **is** the mistakes which they make.*

9. Note the following construction: *This is one of the best books that **have** ever been written. He is one of those men who **have** given all for the revolution.* (The pronoun agrees with the nearest antecedent).

### Exercises.

I. Insert: *is* or *are*; *does* or *do*; *has* or *have*:

1) The football team ... better trained than the volley-ball team. 2) During the game the team... usually stationed in different parts of the field. 3) The number of students joining our Institute this year ... greater than that last year. 4) A number of cattle... caught by a terrible storm in the field. 5) The greater part of our mistakes... made through carelessness. 6) The sixth form... not work well enough. 7) People... always displeased when trams are overcrowded. 8) The chorus of this theatre... the best in the country. 9) The chorus... all here and ready to begin. 10) Some variety of vegetables for dinner... pleasant. 11) All the guns... loaded and ready for use. 12) Poultry... raised in great quantities in all countries. 13) The majority of students of this class... excellent snipers. 14) A variety of fashionable shoes... displayed for show. 15) A staff of many skilled workers... gone to the country to work on the collective farms.

II. Fill in the blanks with *is, are; has, have*:

1) "Gulliver's Travels"... one of the most popular of Swift's works. 2) Two thirds of this sum... contributed by us. 3) What we admire most in the parks of Pushkin... the lovely trees. 4) The United States... a highly developed industrial country. 5) The pages which describe the battle... a typical piece of description. 6) The sum of twenty roubles... due to me. 7) The only thing I have not prepared for dinner ... the potatoes. 8) He is one of the many famous painters who ... delighted us with their pictures. 9) Three times six ... eighteen. 10) Twice twenty ... forty. 11) Two hundred roubles ... too much for you to pay. 12) The only difficulty in English grammar to my mind ... prepositions. 13) All that remained of the house which we had seen the day before ... a pile of ashes and a heap of nails. 14) The first difficulty in learning English pronunciation ... consonants. 15) A great variety of industries ... carried on in our country. 16) There ... plenty of amusements this year.

## § 39. Difficulties in Number.

A number of English nouns ending in *s* cause much trouble to Russian students, because some of these nouns are plural, and some are singular.

1. The names of sciences ending in *s*, such as: *mathematics, economics,*

*statistics, physics, phonetics, linguistics, etc.*, although plural in form, are now used in the singular: *Phonetics is a great help in teaching foreign languages. Mathematics embraces three departments.*

**Note 1.** *Statistics* (a science) **is** taught to economists. *These statistics* (the facts themselves) **are** wrong.

**Note 2.** The word *politics*, unless it is followed by a singular predicate noun (predicative) as: *Politics as a profession is widely spread abroad*,—continues to take a verb in the plural, e. g. *Such politics are faulty.*

**Note 3.** If preceded by the definite article or the possessive adjective, the names of sciences ending in **cs** may be used in the plural: *My phonetics are weak. The acoustics of this hall are good.*

**Note 4.** *Athletics* and *gymnastics* are more frequently plural, because each is commonly understood to include several sports and exercises. *Athletics are very popular. Gymnastics are necessary for the health.*

2. Plural words indicating places of work, residence, etc. are sometimes used in the singular; i. e. they are followed by a singular verb: *A chemical works has just been opened in our town. An iron works; a gas works; a barracks; a headquarters.*

3. The names of some diseases and games ending in **s** are followed by verbs in the singular and in the plural; e. g. *Hysterics come as the result of nervousness. This child's rickets are very bad. Draughts please me more than billiards. Cards are a temporary illusion.*

There is usually a singular verb after *measles, billiards; forfeits*; e. g. *Measles is a contagious disease. Billiards is usually played by two persons. Forfeits is a game liked by children.*

4. The following nouns have the same form in both numbers: *yoke* (of oxen); *brace* (of birds); *score* (twenty); *gross*; *dozen* (twelve); *stone* (a measure of weight=fourteen English pounds); *head* (of cattle, horse); *pair*; *fish* (rarely *fishes*); *salmon*; *trout*; *cod*; *deer*; *sheep*; e. g. *Two score of years have passed. Two hundred head of cattle were brought to the collective farm. He weighs ten stone. Many sheep were lost during the last storm. Deer breed in the North. Two dozen chairs were sent there. Two pair of kid gloves were packed in a neat wooden box. There are two methods of refrigeration in use with fish. In one, the fish are frozen into solid blocks of ice; in the other the fish is first frozen and then is dipped into water* (every fish separately).

**Note 1.** *Pairs* and *dozens* are also used nowadays.

**Note 2.** Observe concord in the following examples: *Two dozen plums is enough for making a jar of jam. Two dozen shawls were offered to Mr. Pickwick at once. A pair of shoes was standing under the table. A brace of birds was killed on the spot. A couple of young men were making merry in the garden. The young married couple arrives to-morrow.*

5. The nouns *wages* and *brains* are usually plural, though modern writers sometimes use them in the singular: *The wages of Soviet workers are high. As soon as he gets his wages, he gives them to his family.*

*Wage* in the singular is used in certain phrases: *a living wage, a starvation wage, a minimum wage, an average wage.*

*Brains.* Plural: *Use your brains when you speak. I cudgelled my brains in vain. She has much brains.* Singular: *Lenin's brain was taken for research work* (as an organ).



6. **News** and **means**. *News* is used only with a singular verb: *This news surprises me. The latest news was that war had broken out.*

*Means* may be used either with a singular or a plural verb: *By this means I shall get what I want. This is a means to an end (a means in the sense of instrument — singular). But: His means are ample (in the sense of income — always plural). The means of communication were cut off (plural).*

7. The cardinals *hundred, thousand, million* are used without **s**. *Two hundred roubles; three thousand people; two million inhabitants, or two millions of inhabitants (million — the only cardinal that can take the plural form).*

**Note.** *There are hundreds and hundreds of new books; there are thousands of new members* (no other numeral is mentioned).

### Exercise.

Which word is preferable, that in brackets or that which precedes?

- 1) Such gymnastics do (does) not interest me.
- 2) What is (are) the latest news?
- 3) Phonetics is (are) getting very popular all over the Soviet Union.
- 4) This (these) scissors is (are) sharp.
- 5) This (these) means is (are) very effective.
- 6) We must use our brain (brains) when we work.
- 7) The means of communication in America are (is) highly developed.
- 8) Three hundred (hundreds) is (are) enough.
- 9) The Amo Works (work) is (are) in Moscow.
- 10) The statistics given by you is (are) wrong.
- 11) His wages are (is) five hundred (hundreds) roubles a month.
- 12) The minimum wage (living wage) is (are) being constantly reduced in capitalist countries.
- 13) In Leningrad there is (are) about three million (millions) inhabitants.
- 14) Many thousand (thousands) of people have been cured of tuberculosis.

## § 40. Common Errors in Concord and Number.

### Wrong.

1. Money are widely circulated.
2. He has fairly good knowledges in his own line.
3. My strengths (or forces) are exhausted.

### Correct.

1. Money is widely circulated.
2. He has fairly good knowledge in his own line.
3. My strength is exhausted.

The nouns *knowledge* and *strength*, being abstract uncountables, are not used in the plural; the noun *forces* means *military forces* or *elements of nature*.

4. He supplied me with unreliable informations.
5. He gave me some valuable advices.
4. He supplied me with unreliable information, or with an unreliable item of information.
5. He gave me some valuable advice, or a valuable piece of advice.

**Note.** *Advice* in the sense of „сoвет“ and the noun *information* in the sense of „сведения“ are singular. The noun *advice* in the plural means communication by telegraph or cable from a distance: *The advices from the staff have just been received.*

6. Many people lost their life in the last shipwreck. 6. *Many people lost their lives...*

**Note.** The noun *lives* indicates that each of the persons mentioned lost his life. The same as in: *They made up their minds to do it. Life and mind are abstract uncountables in: There is life everywhere in nature. They lost their presence of mind. Out of sight, out of mind.*

Compare: *Their married life was a singularly happy one* (in speaking of a married couple): *Their married lives ran in totally different channels* (in speaking of two brothers, e. g.).

7. Oat is generally given to horses. 7. *Oats are generally given to horses.*

**Note.** The form *oat* is used only in compounds, such as: *oatmeal*.

8. She has such lovely hairs. 8. *She has such lovely hair.*

**Note.** In English the noun *hair* is a singular noun of material. Compare: *He has some gray hairs. This is a gray hair* (a class noun here).

9. I like fruits. 9. *I like fruit.*  
(Я люблю фрукты).

*Fruit* in this example is used in a collective sense, the same as in: *I like fish* (Russian — „рыба“). *This year there is very much fruit. This tree bears much fruit.*

We use the form *fruits* with a plural verb when we speak about different kinds of fruit, and also in a figurative sense: *Fruits of all kinds are being raised in the Soviet Union. Dried fruits are good to eat. The fruits of education* (плоды просвещения).

**Note.** The word *business* can be used in the plural only in the sense of firms (предприятие, фирмы): *Many businesses abroad have been closed owing to the crisis.*

### General Exercises.

- I. Explain the concord of verb with subject in the following sentences:

1) The work of tilling the soil and raising plants for the use of mankind is termed agriculture. 2) The opening of coal mines and their successful working have led to considerable industrial development. 3) The raising and breeding of domestic animals of burden is closely associated with farming. 4) About three-fourths of the British annual supply of sugar is made from beet-root. 5) Belgium has an intensive system of railways, three-fourths of which are owned and worked by the state. 6) Medical help and cure are free in the Soviet Union. 7) Two apples and some bread is a good breakfast in summer. 8) Two apples and some bread were put aside for our third companion. 9) The number of workers spending their vacations in trade union sanatoriums increases every year. 10) A great number of Polish guns were captured by the victorious Red Army. 11) There is an apple for you and some grapes.

- II. Fill in the spaces with: *is, are, have, has*:

1) Over five and a half million tons of wheat and wheaten flour ... annually imported to Great Britain and Ireland. 2) Leningrad with its straight streets and wide river ... a beautiful town. 3) One of us ... mis-



taken. 4) The mother with young children ... taken care of in the Soviet Union. 5) Billiards ... difficult to play. 6) A needle with thread ... been found at last. 7) Neither he nor I ... any choice. 8) His dress and attitude ... irreproachable. 9) Here ... your hat and overcoat. 10) The noise and uproar ... unbearable. 11) Much accuracy and precision ... required for research work. 12) Phonetics ... the science of sounds. 13) One or two people ... in the hall. 14) Our Soviet militia ... very well trained. 15) The Netherlands ... situated near the sea. 16) Her only consolation ... her children. 17) This is one of the many books which ... been recommended to me. 18) Poultry ... raised in great numbers in nearly all civilized countries. 19) Among the chief needs of man ... shelter and warmth. 20) About five-eighths of the ocean traffic ... conducted by steamships. 21) The climate being tropical, a great variety of crops ... raised. 22) Where ... my coat and galoshes?

III. Underline the correct form of the verb and noun:

1) Garden vegetables and many kinds of fruit (fruits) is (are) generally grown in the neighbourhood of our cities. 2) Oat (oats) is (are) extensively grown in the Soviet Union. 3) Of all fruits (fruit) the apple is the most important in the temperate zone. 4) Now, young people, have you made up your mind (minds) what to do in the summer? 5) Many fine salmon (salmons) was (were) in that rapid little river.

IV. Write sentences to illustrate each of the following:

a) Nouns ending in *s* used in the singular.

b) Nouns which have the same form in the singular and in the plural.

V. Write sentences using the following nouns as collective nouns and nouns of multitude:

*number, variety, team, government.*

VI. Use the following nouns in the singular and in the plural, noting the difference in meaning:

*hair, advice, force, brain, means, business.*

VII. Write sentences using the following expressions:

*a great deal, a great many, many a.*

PART III.

**SYNTAX OF THE VERB.**

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CHAPTER VI.

**USES OF THE TENSES IN THE ACTIVE VOICE.**

**§ 41. English Tenses.**

There are three possible divisions of time: Present, Past and Future, for each of which there are corresponding forms of tenses of the verb. The following table shows that each of these tenses: 1) makes a general statement in the present, past and future, thus forming Indefinite or Simple tenses; 2) denotes the action as continuing at a given moment in the present, past and future, thus forming Continuous tenses; 3) denotes the completion of the action before a given moment in the present, past and future, thus forming Completed or Perfect tenses; 4) denotes the action as continuous up to (and possibly after) a given moment in the present, past and future, thus forming Perfect Continuous Tenses.

The Formation of the Tenses (see Table, p. 69):

1) Continuous tenses: the verb *to be* + the present participle of the conjugated verb; 2) Perfect tenses: the verb *to have* + the past participle of the conjugated verb; 3) Perfect Continuous tenses: the perfect tenses of the verb *to be* + the present participle of the conjugated verb.

**Note.** For Future Relatives (Future in the Past) see § 59.

**§ 42. Comparative Table of Russian and English Tenses.**

Russian Tenses.

- a) 1) Я перевожу с английского на русский довольно хорошо. (Я умею переводить, обычно так делаю). Настоящее.
- 2) В данное время я перевожу статью с русского на английский. Настоящее.

English Tenses.

- 1) *I translate from English into Russian fairly well* (generally). Present Simple.
- 2) *I am translating an article from Russian into English* (at present, now). Present Continuous.



- 3) Я перевожу эту статью уже с начала ноября. Настоящее.
- b) 1) Я перевел (уже) эту статью. Прошедшее.
- 2) Я перевел эту статью два дня тому назад. Прошедшее.
- 3) После того, как я (уже) перевел статью, я еще раз очень внимательно просмотрел ее. Прошедшее.
- 1) Когда я переводил эту статью, мне пришлось пользоваться различными справочниками. Прошедшее.
- 2) Я переводил эту статью (уже) в течение двух недель, когда я узнал, что она в печать не пойдет. Прошедшее.
- 3) *I have been translating this article since the beginning of November.* Present Perfect Continuous.
- 1) *I have translated this article.* Present Perfect.
- 2) *I translated this article two days ago.* Past Simple.
- 3) *After I had translated the article I looked it through once more very carefully.* Past Perfect.
- 1) *When I was translating this article, I was obliged to look up several reference books.* Past Continuous.
- 2) *I had been translating this article for 2 weeks, when I was told that it would not be published.* Past Perfect Continuous.

**Note.** The Russian „Я что-то делаю уже с такого-то времени, или в течение такого-то времени“ may also be translated by the present perfect tense: *I have lived here since the Revolution. I have taken English lessons for two years.*

- c) 1) Я переведу статью в 2 дня. Будущее.
- 2) Если я переведу статью в течение этих двух дней, она будет напечатана в ближайшем выпуске журнала. Будущее.
- 3) К 5/XI я (уже), конечно, переведу статью. Будущее.
- 4) После того как я переведу (ту) статью, я начну другую. Будущее.
- 5) Я сказал, что я переведу статью в два дня. Будущее.
- 6) Я буду переводить весь день. Будущее.
- 1) *I shall translate the article in two days.* Future Simple.
- 2) *If I translate the article within the next two days, it will be published in the next issue of the magazine.* Present Simple, instead of Future Simple, after *when, if, as soon as*, etc.
- 3) *By November 5th I shall have certainly translated the article.* Future Perfect.
- 4) *After I have translated this article, I shall begin another.* Present Perfect instead of Future Perfect.
- 5) *I said I should translate the article in two days.* Future Relative.
- 6) *I shall be translating all day.* Future Continuous.

ACTIVE VOICE.  
Verb (*to*) *write*.

	Present	Past	Future Absolute	Future Relative to the Past I said that...
1. Indefinite (Simple) Tenses	<b>I write</b> English every day.	<b>I wrote</b> many exercises on tenses yesterday.	<b>I shall write</b> some exercises to-morrow.	... <b>I should write</b> some exercises for the next lesson.
2. Continuous Tenses	<b>I am writing</b> some exercises on tenses (now).	<b>I was writing</b> the exercises on tenses when you rang me up.	<b>I shall be writing</b> these exercises all the morning.	... <b>I should be writing</b> those exercises all the morning.
3. Perfect (Resultative) Tenses	<b>I have written</b> only a few exercises up to now.	<b>I had written</b> all the exercises by 10 o'clock.	<b>I shall have written</b> all the exercises by 10 o'clock.	... <b>I should have written</b> all the exercises by that time.
4. Perfect Continuous Tenses	<b>I have been writing</b> these exercises for half an hour.	<b>I had been writing</b> my English exercises for half an hour when you rang me up.	By six o'clock <b>I shall have been writing</b> these exercises for half an hour.	... <b>I should have been writing</b> those exercises for half an hour by that time.

SUMMARY.

I. Modern English is richer in tense forms than the Russian language.

II. Different shades of meaning in English tense forms are expressed by auxiliaries, whereas in Russian we make use of adverbs and aspects (the perfective and the imperfective aspect).

III. The twelve tenses forming the active voice may be divided into five unequal groups, depending upon the frequency with which these tenses are used; the first group represents the tense forms most frequently used; the last, — those used least frequently.

1. The Present Indefinite, the Present Continuous, the Present Perfect, the Past Indefinite, the Future Indefinite;

2. The Past Continuous and the Past Perfect;

3. The Present Perfect Continuous, the Past Perfect Continuous, the Future Continuous;

4. The Future Perfect;

5. The Future Perfect Continuous tense (almost never used).

**Note.** The same may be observed with the tenses Future Relative to the Past.



## QUESTIONS.

1) What are the three possible divisions of time? 2) What corresponding forms of the verb has each of these divisions? 3) What does the indefinite tense (simple) denote? 4) What does the continuous tense denote? 5) What does the perfect tense denote? 6) What does the perfect continuous tense denote? 7) Which tenses are formed from the verb itself and which by the help of *to be* and *to have*? 8) To what English tenses do the Russian imperfective and perfective aspects correspond (несовершенный и совершенный вид — я купил, я покупал, я буду покупать, я куплю). 9) State the difference in the translation of such forms as: *I wrote it, I was writing it; I lived, I was living; I shall read this book in a fortnight, I shall be reading this book a fortnight.*

## Exercises.

Answer the following questions:

I. 1) What do you generally do on your rest days? 2) What are you doing? 3) What have you just done? 4) What have you been doing with yourself since I saw you last?

II. 1) When did you do this translation? 2) What were you doing when I rang you up? 3) How long had you been doing this kind of work when you decided to give it up? 4) How many pages had you translated by the fixed time?

III. 1) When shall you do your work? 2) What shall you be doing at this time to-morrow? 3) How many pages shall you have translated by the end of the day?

## § 43. The Present Indefinite Tense.

The Present Indefinite tense is used to express:

1. a) A general truth, — what is always and necessarily true at all times, the present included; e. g. *The sun shines by day and the moon by night. Birds fly, reptiles crawl.*

b) A simple fact in the present; e. g. *Look at this room. How pretty it is. A soft Turkish carpet lies on the floor. A round table stands in the middle.*

c) A habitual action or state; e. g. *Every morning I take a cold bath and, as a result, I never catch cold. He always comes to see me whenever he is free.*

2. Instead of the Present Continuous tense with verbs expressing feeling and mental or physical perception: *see, hear, understand, know, love, hate, please, like, prefer, believe, feel, detest*; <sup>1</sup> also such verbs as: *belong, contain, possess, resemble, mind, depend on, deserve, consist, recognize, signify*, etc.; e. g. *Now I understand what you say. At present he knows that I am here.* And not: *I am knowing; I am understanding.*

These verbs in their ordinary meaning are practically never used in the continuous form.

**Note.** Some of these verbs may be used in the continuous form (in the present, past and future) with a difference in meaning; e. g.

<sup>1</sup> H. Palmer, A Grammar of Spoken English, p. 149.

**see:** when meaning *visit, have a talk with, interview*: *The tourists are seeing the sights of Leningrad. I'll be seeing him to-morrow*; also in such verb-compounds as: *see to, see off*: *He is seeing off his mother. Who is seeing to your luggage?*

**hear:** when meaning *attend*: *I am hearing a course of lectures.*

**mind:** when meaning *take care of*: *She is minding the baby.*

**feel:** We may say either: *I feel better now*, — or: *I am feeling better now* (I am better now); but only: *I feel the cold wind blow in my face. An old shoe feels easy.*

**smell:** We may say either: *I smell the flowers*, or: *I am smelling the flowers*; but only: *The flowers smell sweet.*

**taste:** We may say either: *I tasted it*, or: *I was tasting it*; but only: *It tasted sweet.*

### 3. Instead of the Future Indefinite tense:

a) After the connectives: *if, provided, unless, when, as soon as, as long as, till, until, in case, while, on condition that*:

*When the bell rings, lessons will begin. I shall do it, if you allow me. As long as it rains, the tourists will not begin climbing. I shall wait until he comes. Wait till he comes.*

**Note 1.** We can use the future with *if* (ли) and *when* (когда именно) after the imperative or if the principal clause is in the present. (The subordinate clauses in this case are object clauses.) E. g. *I do not know when I shall finish it. Ask him if he will come to see me.*

**Note 2.** *I shall do it if you will allow me.* Here the verb *will* is used as a principal verb.

b) As part of a program already fixed (occasional use): *He leaves for Moscow next week. To-morrow is the fifth.*

**Note.** The near future may also be expressed by the verb-compounds: *to be about, to be on the point of*: *The train is about to leave. The old man is on the point of death.*

4. Instead of the Past Indefinite tense to describe past events vividly and emotionally, — provided those events are known to be past. This use of the present tense is generally called the Historical Present.

a) *The battle was at its height. Suddenly there was some commotion. In rush the assailants through the breach, down go stones and trunks of trees upon their heads.*

b) *The other day I was reading quietly at home. Suddenly the door opens and in comes my friend and says he is going to the south.*

**Note 1.** In Modern English the historical present occurs more frequently with verbs of *going* and *coming*.

**Note 2.** Somewhat similar to the historical present is the present which represents historical facts as matters of present interest; e. g. *Norman influence begins with the accession of Edward the Confessor in 1042.*

5. Instead of the Present Perfect (in colloquial speech) in the expressions: *I forget, I hear, I learn, I am told*; e. g. *I forget his name* (я забыла), *I hear you are going away to-morrow* (я слышала) — is preferred to: *I have forgotten, I have heard, I have been told.*

### Exercises.

I. Explain the use of the present indefinite tense in the following sentences:

1) Twice two is four. 2) We often write dictation exercises. 3) Now I see what you mean. 4) School opens on January 15. 5) "You will not be surprised, Sir, when I inform you that I have come to speak about your



sister." 6) He lives in the south, I forget in what town. 7) The cart stopped with a jerk, and out goes our friend with all his family. 8) Wait till he comes. 9) It is not till the close of the Old English period that Scandinavian words appear.

II. Complete the following sentences:

1) You will easily catch up with your group, if you ... 2) The boat will not be late, unless ... 3) We shall remain Stakhanovites as long as we ... 4) All the lights will be out in case ... 5) The expedition will start in a week's time provided ... 6) We shall draw some illustrations for the wall-newspaper while you ... 7) The students will not read difficult texts till ... 8) I shall go skating as soon as ... 9) What will you do if ... 10) We shall know English well on condition that ... 11) You will not get good seats unless you ...

III. Explain the use of *will* and *shall* after *if* and *when* in the following sentences:

1) Ask if they will be at home to-morrow. 2) I have no idea when I shall see him. 3) If you will be so kind as to help me, I shall be much obliged to you. 4) We do not know when we shall have a test in class.

IV. Translate into English:

1) Я чувствую себя теперь гораздо лучше. 2) Эта шерсть наощупь мягкая. 3) Они сейчас слушают лекцию по истории партии. 4) Вы меня слышите? 5) Теперь я не возражаю против ваших слов. 6) Кто сейчас присматривает за вашими детьми? 7) Я сейчас провожаю своего отца. 8) Я сейчас вижу, что вы правы.

#### § 44. The Present Continuous Tense.

The Present Continuous is used:

1. To denote an action as going on, or a state as existing at the present moment, i. e., at the moment of speaking (a temporary action): *What are you doing now? I am reading a newspaper. Where is he going? He is going to the library.*

2. To express an intention already formed, or an arrangement for the future, using the verb *to go* and analogous verbs, — *to start, to leave, to come*, etc.: *I am going to stay at home to-day. The expedition is starting to-morrow.*

3. To denote a continuous habitual action, chiefly with such adverbs as: *always, constantly, continually, ever, for ever*: *This old man is always grumbling* (he is a great grumbler). *My little nephew is such a naughty child, he is continually getting into mischief. We are always saying that boys will be boys.*

**Note 1.** The same construction may be used in the past: *The great swing-door was for ever opening and shutting.*

**Note 2.** We can say: *Whenever I come to see her, she is always taking a lesson*; but it is impossible to say: *She is always taking lessons in the morning*. In the latter case we have to use the indefinite form. (See § 43.)

#### Exercises.

1. Put the verb into the present indefinite or the present continuous:

1) The sun (rise) in the East and (set) in the West. 2) Although the sun (set) now, I cannot see it because it is behind the clouds. 3) You

(play) the piano? No, I (do) not. 4) I hear somebody playing in the next room: who (play) there? 5) Don't ask me for his address, I (forget) where he lives. 6) Time (fly) quickly. 7) The Leningrad City Council (go) to lay out several children's playgrounds this summer. 8) It is pleasant to be at home when a storm (rage) outside. 9) It is the beginning of November: the whole country (prepare) for the celebration of the anniversary of the October Revolution. 10) There are so many people there. What (go on); where they all (go)? 11) I (feel) rather tired after my walk. 12) Thank you, now I (feel) much better. 13) How you (spell) this word? 14) The Pacific coast rapidly (become) the strategic frontier of the defence plans of the United States.

II. Which of the following sentences are correct? Give reasons:

1) The world is always moving. He is always going to bed very late. 2) Seneca said: Life is a voyage in which we are perpetually changing scenes. Are you changing your books twice a week? 3) Whenever I come he is always writing. He is always writing letters to me in pencil. 4) He is continually getting angry. I am very often getting angry. 5) Now I am hearing you.

## § 45. The Present Perfect Tense.

The Present Perfect tense is used in the following cases:

1. As the Resultative Present, denoting an action or state completed some time in the past but having its consequences still in the present; this is the most frequent use of the Present Perfect tense:

a) The time may not be mentioned at all; e. g. a) *Does your brother read much? Oh, yes, he does. He **has read** quite a lot for such a young boy, and, if you like, he can tell you what he **has read**.* b) *Why is the door open? Because somebody **has opened** it.* c) *Now, have a look at my exercise. I **have finished** it.*

**Note 1.** When it is clear that the action refers to past time, we use the past tense, although no time is mentioned; e. g. *Instead of steel pens our grandfathers used quill pens. The steam-engine was invented in England.*

**Note 2.** When speaking about dead people we also use the past tense, unless the fact stated has some bearing on the present time. Thus, we say: *Newton **lived** in England. Newton **has discovered** the law of gravitation, which is still in force now. Milton **has had** many followers. Milton **had** no predecessors.*

b) The time when the action is completed may still continue; e. g. with such adverbials as *this year, to-day, this month*, etc.: *I **have written** a long letter to my parents to-day.* (The day is not yet over, and, if I have to, I may write another letter.) *My sister **has been** to the theatre twice this month.*

**Note 1.** The adverbials *this morning* and *this afternoon* may be used with the past and present depending upon circumstances; e. g. *I **have met** him this morning* (used when the morning is not yet over). *I **met** him this morning* (used in the afternoon). *I **have met** him this afternoon* (used when the afternoon is not yet over). *I **met** him this afternoon* (used in the evening).

**Note 2.** The above-mentioned adverbials, such as: *this year, to-day, this month, this week*, etc. are frequently used with the past indefinite tense



when we are interested in a past action and not in the time which continues: *I was ill this week, but now I am quite well. When did the conference take place? Oh, it took place this month. When did you see my brother last? I saw him this week. He came from Moscow this month and now he is in the North.*

c) The time may be expressed, but vaguely, with such adverbs as: *often, seldom, ever, never, already, so far, up to now, in the past few years, of late* (years), because they do not limit the action to any definite portion of past time; the same is true of the adverbs *lately* and *just* which are used to denote a newly completed action; e. g. *Have you ever seen parachute jumping from aeroplanes? Yes, I have often seen it. No, I have not yet seen it. I have just seen it. No, I have not seen it up to now. So far we have not seen it.*

**Note 1.** If it is clear that the action refers to the past, we may use the adverbs of indefinite time just mentioned with the past tense: *Lenin often spoke in public. Did you ever see a thunderstorm when you were in the mountains? I never played with dolls when I was a child.*

**Note 2.** In spoken English the past indefinite tense is often used with the adverb *ever* to give an emotional colouring to the sentence (to express surprise, disgust, impatience, or the like): *John, you leave the dog alone. Did you ever see such a naughty boy?*

**Note 3.** The adverb *just now*, although synonymous with *just*, is generally considered by grammarians as an adverb of past time: *I saw it just now.*

**Note 4.** Observe the different uses of *recently* and *recent*: 1) *Until recently there were no trolley-buses in Leningrad. Now there are a great many of them.* 2) *We have gained our knowledge of electricity in recent years* (we possess this knowledge now).

2. The Present Perfect tense is used instead of the Future Perfect after the conjunctions: *before, after, when, until*, etc.: *I shall not be able to tell you my opinion of this manuscript until I have looked it through carefully. Close the window after you have dusted the books. You will feel better when you have had your tea.*

3. The Present Perfect tense is also used to denote an action which was begun in the past and is continued into the present (and possibly into the future); e. g. *I have lived in Leningrad for the last twelve years* (I am living here still). *He has stayed here ever since he left Moscow. This play has been on since autumn.* (See: the Present Perfect Continuous tense.)

**Caution.** The Present Perfect tense is never used in narration, i. e., in describing simple facts having no bearing on the present, though the time may still continue, or may not be mentioned at all. In narration we chiefly use the Past Indefinite tense; e. g.

a) *What have you done to-day? Oh, ever so many things, I got up very early, washed and dressed, had my breakfast, put my room in order, went out to do some shopping*, etc. (a succession of facts cut off from the present).

b) *I shall tell you about my father, whom you know very well. He was born in a worker's family. His father died when he was still a child. His mother was obliged to work as a charwoman from early morning till late at night. He himself worked at a baker's shop*, etc. (The facts just mentioned have nothing to do with my father's life at present.)

But when the consequences of a past action are felt in the present, or a past action is continued into the present (and possibly into the future) we use the Present Perfect tense in narration, especially in direct speech; e. g.

a) *What is the matter with you? You look so pale and tired. Oh, I have been so busy all day long. I have worked at my English, I have translated a long article, I have looked after the children, etc.*

b) (From Wilhelm Liebknecht's speech): *I am what I always have been. In many ways I have continued to develop, but essentially I hold the views I held twenty-two years ago. I have often been mistaken in my emotions, in my judgment of individual men and things. I have never sought my own personal advantage; wherever I have had to choose between my own interests and my principles, I have never hesitated to sacrifice my interests.*

4. *I've got* is a peculiar English idiom that is perfect in form but present in meaning; e. g. *What have you got in your hand?* instead of: *What have you in your hand?* Here the verb *get* loses its concrete meaning. Care should be taken to use this construction correctly.

Compare: *She has a child* — with: *She has got a child. He has a keen eye for things* — with: *He has got a black eye* (синяк).

Thus we usually say: *How many days have we in January? She has got a father and a mother.*

**Note.** As a survival of the old form of perfect tenses of intransitive verbs there are in Modern English such tense-forms as: *is returned, is gone, is come, is agreed* (present perfect) as well as: *was returned, was agreed, was come, etc.* (past perfect) which have nothing to do with the passive, although they look like it. They are translated into Russian by means of a past tense: *вернулся, согласился*, and denote a state; whereas the forms: *has returned (had returned), has gone (had gone)*, etc. denote an action. Thus the question: *Where is Mary?* may be answered in two ways: *She is gone* (state). *She has gone* (action). Also compare: *The flower is faded* — with: *The flower has faded*.

### Exercises.

I. Explain the use of the present perfect in the following sentences:

1) We have reviewed the uses of the tenses this month. 2) The government of our country has done much for the welfare of the working class since the Proletarian Revolution took place. 3) The greatest and most celebrated poet and writer of plays that England has ever known is Shakespeare. 4) You ask me whether I find the study of the English language difficult; so far I have not experienced any difficulty. 5) It is no use asking Mary to help you with your translation. She will not do it until she has finished hers. 6) The intensified growth of imperialism in the United States following the World War has brought about the intensification of the class struggle. 7) Scientists have made wonderful discoveries in recent years. 8) I have not seen you for ages. 9) Time after time climbers have failed to reach the summit of Everest.

II. Translate into English:

1) Я еще об этом не слыхал. 2) Вы когда-нибудь бывали на Кавказе? 3) Секретарь уже отсутствует около месяца, потому что сломал себе ногу. 4) Я уже об этом говорила вам дважды, но вы всегда за-



бываете. 5) Можно ли мне посмотреть на вашу работу или вы ее уже отдали? 6) Вы видели мою сестру недавно? 7) Сколько страниц вы прочитали до сих пор? 8) Наконец он побывал в Москве, которую он так давно хотел посетить. 9) Я прочла очень много книг с тех пор, как поступила в институт. 10) Что у него в кармане?

III. Make sentences with the present perfect tense introducing the conjunctions: *since, after, before, until*.

IV. Translate into Russian:

1) The hour is past, the Giaour is gone. The steed is vanished from the stall. But gloom is gathered over the gate. 2) No serf is seen in Hassan's hall. 3) His trance was gone, his keen eye shone. 4) The childish thought was hardly breathed, Before the rose was plucked and wreathed.

V. Underline the perfect tense and translate into Russian:

1) He has got a bad cold. 2) He has got a letter from his father. 3) I have got no end of trouble lately. 4) I've just got a new dictionary. 5) What have you got to do next? 6) What mark have you got?

## § 46. The Present Perfect Continuous Tense.

The Present Perfect Continuous tense is used:

1. To express an action beginning sometime in the past and continuing up to the present moment (and possibly continuing into the future): *How long have you been studying English? I have been working here since January. The reconstruction of our country has been going on since the first day of the Proletarian Revolution.*

**Note.** The present perfect continuous tense is not used in the negative form: *We have been walking since 10 o'clock*; but: *We have not walked since 10 o'clock*.

2. The Present Perfect Continuous tense is sometimes used idiomatically without implying anything continuous. In this case it expresses past action; e. g. *What have you been doing during my absence? Nothing in particular, teaching Adele as usual. "I've been seeing Irene," said Soames. You have been travelling all day; you must feel tired.*

Very often this particular use of the Present Perfect Continuous tense gives an emotional colouring to the sentence and expresses impatience, disgust, surprise, etc.: *I have no patience with Mary. I have been telling her hundreds of times to leave the child alone, but she won't listen to me (impatience). "They have been dining here, they have been devouring their food here," said Captain Boldwig (disgust). Lord, you do look a fright. What have you been doing to yourself? (surprise)*

**Note.** In all these examples the present perfect continuous tense is translated into Russian by means of a past tense (imperfective and perfective aspect): *You have been travelling* — вы путешествовали. *What have you been doing to yourself?* — Что вы с собой сделали?

### Exercises.

I. Complete the following sentences (present perfect continuous):

1) These days we (have) terrible weather: a cold wind (blow) from the sea, it (rain) most of the time and to-day the water in the Neva (rise) steadily since the morning. 2) Professor X. (carry on) research work in

physiology for the greater part of his life. 3) For centuries people (try) to harness nature. 4) We have just received a wire that father is coming; we (expect) him since the 20th. 5) You ask me what I (do) since you saw me last. Well, a great many things. I (prepare) for my music exam; I (help) with the house-keeping; I (look after) the children, etc.

II. Translate into English (present tenses):

1) Мы читаем много книг. 2) Мы прочитали много книг. 3) Мы читаем эту книгу с января. 4) Мы сейчас читаем эту книгу. 5) Я вижу, что вы что-то пишете. 6) Вы уже много написали? 7) Вы всегда пишете вечным пером? 8) Вы были на собрании? 9) За последнее время число членов Американской коммунистической партии сильно увеличилось. 10) Вы говорили с директором? Нет еще. 11) Над чем он сейчас работает? 12) Где он работает? 13) Он очень много работает последние две недели. 14) Кто закончил свою работу?

III. Translate into Russian the tense-forms in italics:

1) What is the matter with my book? It is half torn. Somebody *has been using it*. 2) I *have been using* this dictionary ever since I began to learn English. 3) She *has been telling* me the story these twenty minutes. 4) Does Mary know that she is to return this book next week? *I've been telling* her about it all the time.

## § 47. The Past Indefinite Tense.

The Past Indefinite tense is used:

1. To express an action or state in the past quite cut off from the present (i. e. the action is completed and the time is over); e. g.

a) *The last International Congress of Physiologists **took place** in the Soviet Union some years ago. When I **was** a schoolgirl, I **was** very fond of swimming. Uncle Pullet **sat** by and **listened** with twinkling eyes to these high matters.*

b) *When **did** you **come** back? When **were** you at the theatre? When **did** she **tell** you about it?* This is the common narrative tense in past time (see § 49).

2. To express a succession of actions that took place in the past; e. g. *The man **entered** the room, (then) **sat** down at the table, (then) **ordered** some food, and (then) **began** to read a newspaper.*

3. To express something that was often repeated in the past; e. g. *When I **was** in Moscow, I **went** to the theatre almost every day* (я ходила). *When he **smiled**, his eyes **twinkled*** (когда он смеялся).

Compare with: *He **went** to Moscow last month* (он поехал). *He **smiled**, but **said** nothing* (он засмеялся).

4. The Past Indefinite tense is used idiomatically instead of the Present Perfect tense; e. g. 1) *I **have** decided to stay at home. I **thought** as much. You look rather pale.* 2) *Why are you late? I **only came** to ask you why you **were** absent last week.* 3) *Are you going to stay at home? Why? Oh, I **wondered**.* 4) *John is here. Is he, really? I **thought** he **was** to come only next week.*

In example 2 the past tense seems to be used for the sake of politeness; in examples 3 and 4 it expresses doubt.



5. The Past Indefinite tense is often used instead of the Past Continuous and the Past Perfect (see §§ 48, 49).

**Note 1.** The adverbials used with the past tense are: *last year (month, etc.), yesterday, just now, ago.*

**Note 2.** A repeated action in the past is also expressed by the following construction: *I used to go there; I would go there.*

**Note 3.** Note the use of the past tense, and not the present perfect, after *when* in questions; e. g. *When were you there?* We cannot say: *When have you been there?*

### Exercises.

I. Supply the correct tense (present indefinite, present continuous, present perfect, present perfect continuous, past indefinite):

a) 1) It is difficult for me to speak about this opera, as I not (hear) it. 2) I just (receive) a letter from my husband, but I not yet (receive) any letters from my parents. 3) The passengers will get into the train as soon as it (come). 4) The sun (shine) ever since we got up. 5) It is Thursday to-day. You (see) him this week? Yes, I (see) him on Monday. 6) Transport (develop) rapidly of late years. 7) Every day I (wind up) my watch at 10 p. m. Now it is 11 p. m., so it (go) for an hour. 8) When you (be) born? 9) I (be born) in 1910. 10) Come along, Henry, what you (do) now? I (wait) for you a long time. 11) One afternoon my little niece (say) to her mother: "I (be) very good this morning, mummy," and in the evening, while going to bed, she (say): "I (be) very good to-day." 12) Before the Revolution the workers and peasants of Russia (have) no chance of being educated. 13) You can read English books easily now as you (buy) a dictionary. 14) When you (buy) the dictionary? 15) The English people to-day (use) many short Anglo-Saxon words in their everyday speech. 16) How you (get on) with your English now? 17) Where are your gloves? You not (put) them in your pocket? 18) Within the last hour I (have) a fearful shock.

b) 1) The new Constitution (give) all citizens of the U. S. S. R. equal rights. 2) Nothing like the friendship between the peoples which (grow) up and (become) now cemented in our country can be conceived of under the bourgeois regime, where it is always the ruling classes of the ruling nation which (be) supreme. 3) In the death of Chkalov the Soviet people (sustain) a heavy loss. One of the outstanding figures of the U. S. S. R. (perish), but the glory of his heroism will never fade. 4) Petrozavodsk, the capital of the Karelian-Finnish Soviet Socialist Republic, (be) the scene recently of a scientific conference of rural doctors of the republic. Several professors and physicians of the Kirov Post-Graduate Medical Institute (deliver) a number of lectures on medical problems. 5) The Romans (be) a people of Italy who early (receive) civilization from the Grecian peninsula. They (build) Rome which, two thousand years ago, (be) the largest and most magnificent city of the world.

II. Explain the use of the present perfect and the past indefinite in the following sentences:

1) The death has taken place in Leningrad of a famous Soviet professor on physiology, E. S. London. The death of the famous Soviet professor, E. S. London, occurred on March 23, 1939. 2) Oh, excuse me, I did not

hear. What did you say? I said that you had better go home. Have you heard anything about our mutual friend N.? Oh, yes, I have. He is in the South. As I have said before, he is getting on very well. 3) Here you are at last. Where have you been all this time? I was at home then, but where were you? 4) Is there anything the matter with you? I thought you were looking pale. I have thought over your plan carefully and I have decided to follow it. 5) Have you bought a new hat? Where did you buy it? When did you buy it? 6) Did you ever hear of a man keeping a boot-shop and not selling boots? 7) You are the most courageous creature I ever met. 8) It is the funniest story I have ever heard. 9) England has produced many famous writers. Greece produced much great sculpture. 10) I have been ill all night and do not feel well enough to go to work this morning. 11) Why did you not come? Were you ill?

## § 48. The Past Continuous Tense.

1. The Past Continuous tense is used to express an action as going on or a state as existing at a given moment or period in the past: *What were you doing at 7 o'clock yesterday evening? At that time I was going home. My aunt was walking up-and-down the room when I returned. It was raining the whole day yesterday. While the possible troubles of Maggie's future were occupying her father's mind, she herself was tasting only the bitterness of the present. Invaders from North Europe were attacking on the East coast while the Normans were attacking on the South coast.*

**Note.** *Go, come* and analogous verbs in the past continuous tense express an intention in the past; e. g. *We were going to subscribe to the Library of Foreign Literature, but when we got there, we found it closed.*

2. The Past Continuous tense is often replaced by the Past Indefinite tense, especially in adverbial clauses of time (and extent) after the conjunction *as* in the sense of *while*; e. g. *As Sam spoke, Mr. Pickwick contrived to get upon Sam's back* (instead of: *while Sam was speaking*). *He read and as he read he watched her* (instead of: *as he was reading, he was watching her*). *His hand trembled as he hung up the receiver* (instead of: *his hand was trembling while he was hanging up the receiver*).

### Exercises.

I. Explain the use of the past indefinite and the past continuous in the following sentences:

1) Maggie rushed at once to Lucy, who was standing by her mother's side. 2) The Danes rowed up the wide river-mouths and spread themselves over all the neighbouring country, carrying off everything that was of any value. 3) I was always looking out, as may be supposed, for another invitation to Mr. Spenlow. 4) He lay awake rather long, for he too was thinking of a visit he would pay in the morning. 5) I was going to repeat my question when he interrupted me. 6) The officer whistled a lively air as he strode away. 7) The two friends followed him at a little distance as he walked away. 8) So important was industry becoming in the



16th century that it is not surprising to find a number of Acts of Parliament passed to deal with industrial matters.

II. Supply the correct tense (past or past continuous):

1) When the Imperialist War (break) out, I (live) in the country.  
2) The students (laugh) and (talk) merrily when they (start) for a walk.  
3) We (expect) you the whole day yesterday; why you not (come)?  
4) None of the workers of the expedition (go out) for many days, because a terrible blizzard (rage) outside.  
5) As I (get off) the tram, I (slip) and (hurt) my arm badly.  
6) The steamer (go) north when a violent storm (break) out.  
7) He (fall) when he (cycle) along a narrow path.  
8) We (decide) to go home, as it (grow) quite dark.  
9) When I (look) out of the window the sun (approach) the horizon and dark clouds (gather).  
10) All the time while I (write) there was some noise or other going on; the children (have) their music lessons and the baby (cry) next door.  
11) Here you are at last; I just (go) to ring you up.  
12) It would be impossible to remember what we (do) at this time last year.  
13) In the fifteenth century the Portuguese (decide) to find a way to the lands from which spices came.  
14) While Portugal (seek) an ocean route to the Indies by the east, Spain (seek) a route by the west.  
15) Could he believe his eyes? Mrs. Budger (dance) with Mr. Tracy Tupman.  
16) Several weeks (pass) by during which Martin Eden (study) his grammar, (review) the books on etiquette and (read) the books that (catch) his fancy.  
17) He (catch) a tram that (go) over the bridge.  
18) Dame Rip Van Winkle continually (scold) her husband.

### § 49. The Past Perfect Tense.

1. The Past Perfect tense is used to denote a past action or a state as completed before some other past action or before a certain moment in the past; e. g. *The geological party **had finished** their work before the long Northern winter set in. They conversed of things I **had never heard** of. I saw him after he **had come** from the South. Hardly (scarcely) **had** the patient **opened** his eyes after the operation when the nurse came up and gave him a restorative. No sooner **had** the patient **opened** his eyes, when the nurse came up to him. In the 18th century, even on the roads near London, travellers often waited until a group **had collected** (instead of — would collect — пока группа не соберется). England, at that time, **had not yet developed** such ways of communication as she enjoys now.*

2. The Past Perfect tense is also used idiomatically to give an emotional colouring to the sentence, expressing a doubt or an unfulfilled intention (see §§ 46, 47: the idiomatic use of the Present Perfect Continuous and the Past Indefinite) e. g. *I did not know where he was. I **had thought** he might come to see me. He **had intended** to translate the whole article, but he found it too difficult.*

3. The Past Indefinite is generally used instead of the Past Perfect when we are not interested in the exact time relations, but merely state two successive acts; e. g. *The operation took place before his wife came. (The operation took place and his wife arrived.) When night came, the*

*tourists made a camp. (As soon as night came, the tourists . . .) Before I entered the carriage, I asked him how far it was to Thornfield.*

Caution. The Past Perfect tense, as a rule, is not used in narration. Thus, in the following passages we use the Past Indefinite tense instead of the Past Perfect, though logically speaking we describe the events completed before a given moment in the past:

a) *While testing a new plane on Dec. 15, a famous Soviet flyer and Hero of the Soviet Union, Brigade Commander Valeri Chkalov, was killed. He **was** (not—had been) one of the most outstanding of those flyers who are called "proud Stalinist falcons" by the people. Himself a worker, he **was** (not—had been) the son of a boiler-maker. From the time he was 16 till his last hour he **served** (not—had served) in the ranks of the Workers' and Peasants' Red Army.*

b) *The old gentleman commenced the following tale: "On a fine Sunday evening, in the month of August, John Edmunds set foot in the village he had left with shame and disgrace seventeen years before. He **entered** the church. The evening service was concluded. He looked round him. Nothing **was changed**. (Dickens).*

On the other hand, the Past Perfect tense seems to be usual when the solution of a passage stands at the end; e. g. a) *James Watt, inventor of a steam engine, while speaking about his own invention, said: "I **had gone** to take a walk on a fine Sabbath afternoon. I **had entered** the green park. I was thinking upon the engine at this time, and **had gone** as far as the herd's house when the idea came into my mind that as steam was an elastic body, it would rush into a vacuum."* b) *Mr. Tupman and Mr. Snodgrass **had seated** themselves at the back part of the coach; Mr. Winkle **had got** inside; and Mr. Pickwick was preparing to follow him, when Sam Weller came up to his master, and begged to speak to him.*

The Past Perfect tense is used in indirect speech if we want to denote an action completed before a given moment in the past; e. g. *He said he **had seen** my sister. He asked if he **had seen** his sister.*

However, we use the Past Indefinite tense when we denote a state; e. g. *He wrote back to his grandfather that he **was** glad about Cicero's return, and that they had just won the most splendid victory over the Belgians; also that he was going to visit some of the towns in southern Gaul that autumn (had been glad—would be impossible). She said she **was** married already (and not: had been married).*

### Exercises.

I. Supply the correct tense (past indefinite or past perfect):

1) Before the Romans (come) to Britain the Phoenicians (develop) a trade in tin and other metals. 2) Mr. Pickwick (pause), (consider), (pull off) his gloves, and (put) them in his hat. 3) By this time she (find) her way into a tidy little room with a table near the window, and on it, as she (hope), a fan and two or three pairs of tiny white kid gloves. 4) She (go) much farther before she (come) in sight of the house she was looking for. 5) By this time they (reach) the road. 6) Mr. Pickwick (make) his preliminary arrangements and was looking at the coffee-room blinds. 7) Preced-



ing centuries (see) England struggling for commercial supremacy: the industrial revolution (make) her position secure. 8) He said he (be sorry) to hear it. 9) Just before we (leave) an accident (occur). 10) She no sooner (sit down) than she (repent) and (wish) herself back again.

II. Translate into English:

1) Что вы сделали, когда обнаружили, что потеряли свои часы? 2) Куда вы пошли после того, как вы вышли из Публичной библиотеки? 3) Вы пообедали перед тем, как пошли в институт? 4) Как только я пришел домой, я начал работать. 5) Я подождала, пока все не пройдут. 6) Мы жили в деревне до тех пор, пока не наступила осенняя погода.

## § 50. The Past Perfect Continuous Tense.

1. The Past Perfect Continuous tense is used to denote an action beginning in the past and continuing up to a past moment or period with which it is connected, and possibly after it; e. g. *When you last met me in Moscow, I **had already been living** there for 5 years. The revolutionary movement in Russia **had been steadily growing** for many years when the Proletarian Revolution took place. Martin Eden had no stamps with which to continue manuscripts on their travel and for a week they **had been piling up**.*

2. The Past Perfect Continuous tense, like the Present Perfect Continuous, is used idiomatically; e. g. *We **were too tired to go out that afternoon. We **had been wandering** in the wood for more than an hour in the morning** (instead of: *we wandered, or had wandered*). *It was late when I started, for I **had been playing** in the last piece. At this moment, the dog, who **had been running** on before, returned barking to the scene of action.**

**Note.** The English tenses: *had been wandering, had been playing, had been running*, are translated into Russian by means of the imperfective aspect: мы бродили; он играл; собака, которая бежала впереди ... etc.

### Exercises.

Complete the following sentences, using past indefinite or past perfect continuous:

1) At last the brave pilots (rescue) the Chelyuskinites who (live) on the ice-floe for two months. 2) Columbus (sail) for many days when at last he (sight) the land for which he was searching. 3) How long you (study) English when you (take) up German? 4) For many years people (try) to find a way of showing pictures of things in movement when at last Edison (realize) the idea practically. 5) You don't mean to say that you (read) all the time until I came? 6) It (appear) that all the people at the inn (watch) us from the window also. 7) Two pigs and a chicken (rush) into the room. A cat that (sleep) on a beer-barrel suddenly woke up.

### Exercises on Past Tenses.

1. Insert the correct form of the verb:

1) Last summer I (visit) the places where I (play) in my childhood.  
2) You ask me whether Comrade X. (speak) at the last meeting; yes, he

(do). He (finish) his first speech when I (come) and he (speak) for 20 minutes when I (leave). 3) When we (meet), I (go) to my friend whom I not (see) for a long time. 4) Peary (an Arctic explorer) and his five men (travel) north for a long time when their instruments (show) that they (reach) the northernmost point of the earth. 5) The ancient Egyptians (know) mathematics long before the study of it (to be introduced) in the Middle Ages. 6) In the Middle Ages everything (to be done) by hand or by primitive machinery. 7) I hear you (be) at the doctor's yesterday. He (receive) you at once? No, I (wait) until all the people (to be gone). 8) While Rome (gain) in power, there (be) a great decline in morals. 9) While you (play) the piano, I (talk) to mother. 10) The horse (pause, stare, shake) his head, (turn) round and quietly (trot) home. 11) Dying in poverty, Columbus never (realize) that he (make) the most remarkable voyage in the history of the world. 12) A party of mountaineers (climb) over five hours and (near) already the summit, when suddenly the rope (break) and two men (slip) down. 13) You could not see me in Herzen Street at 10 o'clock yesterday morning, as at that time I (stay) at home.

II. Translate into English and give suitable answers:

1) Когда вы вчера пришли домой? 2) Что вы делали, когда я позвонила? 3) Что вы делали после того, как мы расстались? 4) Сколько времени вы уже занимались английским языком, когда вы начали работать со словарем? 5) Когда вы уехали из Москвы? 6) Где вы жили, когда началась революция? 7) Где вы жили до того, как началась революция? 8) Когда кончилась гражданская война? 9) В каком городе родился Ленин?

## § 51. The Future Indefinite Tense.

The Future Indefinite tense is used to express a simple fact in the future: *I shall go to the theatre to-morrow. He will come next week. She will return next month.* Observe the uses of *shall* and *will*:

1. *Shall* and *will* as tense auxiliary verbs expressing simple futurity: *I shall, we shall, he will, she will, it will, you will, they will.*

2. *Shall* and *will* as modal verbs:

a) *I will, we will* denote an intention; e. g. *I will do as I say.*

b) *He sha'l, she shall, it shall, you shall, they shall* express a promise, a command, a threat; e. g. *I promise you you shall get what you want* (promise). *You shall do what you are told* (command). *If you do not obey the rules, you shall be punished* (threat). *He shall be arrested* (by someone's command).

3. *Shall you* and *will you*?

H. E. Palmer in his "Grammar of Spoken English", § 619, says that in present day English the tendency is to use these two forms indifferently. The following distinction is, however, observed: if *shall* and not *will* is expected in the answer (i. e. futurity is implied), we use *shall* in the question (2nd person plural): *Shall you get the manuscript back to-morrow? Yes, I shall. Shall you be twenty next year?* (It would be strange to say: *Yes, I will be twenty.*) *Shall you have a cup of tea ready for me when I come back? Yes, I shall* (simple futurity).



But we can say: *Will you have a cup of tea? Yes, I will* (intention or willingness).

4. *Shall* is much used in questions in the first and third persons to ascertain the will, idea, or thought of the person addressed; e. g. *What shall I help you to?* (What do you want me to help you to?) *What shall he do next?* (What do you want him to do?) *You say that your parents will be here. Shall we come too?*

5. *Will* is sometimes used idiomatically with the force of the present time:

a) It may show a present probability, the same as in Russian: *You'll be comrade Ivanov, I presume;*

b) or it may express inclination (the corresponding form in the past is *would*). *Will* in this case retains much of its original meaning; e. g. *Children will be noisy* (дети имеют склонности к шалостям, в смысле „всегда“ шалят). *Boys will be boys* (мальчики всегда остаются мальчиками). *Though my father is old, he will work in the garden for hours.*

Note the stress on *will* in all these cases.

**Note 1.** The contracted forms are: *I'll* (*I will*); *I shan't* (*I shall not*), *I won't*—*I will not* (from the older form—*I woll not*).

**Note 2.** The corresponding form is *I'd* (*I would*).

6. *You and I will go there.* (Agrees with the pronoun mentioned first.) *You and we will do the same.*

### Exercise.

Supply *shall* and *will* in the following:

1) It is pleasant to think that we ... soon have holidays. 2) You ... hear from me in the morning. 3) ... you be angry with me, if I do not come? 4) I ... do it soon, but I am afraid not to-day. 5) ... you come and explain the difficult lesson to me? Yes, I ... 6) What ... we read next? We ... read "Capital" by Karl Marx. 7) I forbid you to go out; if you do, you ... repent. 8) Don't ask me to go there; I ... not. 9) Boys ... be boys. 10) You ... catch cold if you open the window. 11) He said I ... never manage it. 12) I ... feel the effect of it only to-morrow. 13) You ... know all when you come. 14) I promise you for sure that you ... hear from me as soon as I am able to write. 15) ... you be at home to-morrow night? 16) ... the train be on time? 17) They ... surely be at the station to meet me. 18) I ... be much obliged to you. 19) ... you go to the symphony concert to-night? 20) ... you be disappointed if you don't go to the Caucasus in summer? 21) You and I ... have very much in common, if we work at the same question. 22) You seem to be lonely; ... my sister come to see you? 23) If you ... allow me, I ... stay here a little longer.

## § 52. The Future Continuous Tense.

The Future Continuous tense is used:

1. To denote an action going on or a state as existing at a given moment in the future; e. g. *I shall be working at 10 o'clock to-morrow morning. He will be staying in the country in the summer. I shall be sleeping when you return.*

2. The Future Continuous tense is also used idiomatically to express some action in the future which does not depend on the will of the speaker: *Shall I give your regards to my cousin? I shall be seeing her presently* (я ее непременно увижу, я должна увидеть ее). *I know if I wait much longer, I shall be telling you more stories* (я вам обязательно расскажу). Don't tell your aunt about it. *She will be telling it to the other aunts* (она обязательно расскажет).

### § 53. The Future Perfect Tense.

The Future Perfect tense is used to express an action already completed before a moment or period of time in the future: *I hope that by the end of the term the students will have acquired a certain fluency in speech. We shall have covered only a short distance by the time you reach home.*

#### Exercise.

Supply the correct tense:

1) By this time next year I (graduate) from the university. 2) They believe that they (do) their work by May. 3) Before you (leave) this town, you (visit) all your friends. 4) I (see) my friend to-morrow, so I (tell) her about it. 5) At this time to-morrow you (go) to the country. 6) If you not (put down) everything in your copy-book, you (forget) it by to-morrow. 7) At 7 o'clock in the morning trams (run) and workers (go) to their factories and mills. 8) Well, I can easily give your article to the editor, as I (see) him presently. 9) I want to get a definite answer from you: you (finish) your work to-morrow, or you only (finish) it when I come, or you (finish) it already by the time fixed? 10) By the time you come, I (get) through the greater part of the work.

### § 54. Common Errors and Special Difficulties.

Russian students of English make many mistakes in the uses of the tenses, the following being the most typical ones:

#### 1. Wrong.

1. I am washing myself every day.
2. I am always taking a cold bath.
3. It is snowing in winter.
4. Are you speaking English at home?
5. When I was ill, my doctor was coming to see me every day.
6. Although he is seeing me now, he does not greet me.
7. An unpolished board is feeling rough.

#### Correct.

1. *I wash myself every day.*
2. *I always take a cold bath.*
3. *It snows in winter.*
4. *Do you speak English at home?*
5. *When I was ill, my doctor came to see me every day.*
6. *Although he sees me now, he does not greet me.*
7. *An unpolished board feels rough.*

Examples 1, 2, 3, 4, 5 show the tendency of Russian students to confuse an action taking place at a given moment in the present or in the past with a habitual action or a simple fact. This common error is probably due to the identity of these two forms in Russian:



Сейчас идет снег. Present Continuous.

Снег идет каждый день зимой. Present Indefinite.

If we compare the indefinite tenses with the continuous tenses, in general, we shall see that:

1. The indefinite tenses coincide, to a certain extent, with the continuous tenses, i. e. they may be used to denote the same act or state.

Thus one may say: *I live in Moscow* (a simple fact), or: *I am living in Moscow* (if Moscow is one's present place of residence); but if one wishes to denote a habit, one generally says: *I live in Moscow in winter*; and not: *I am living in Moscow in winter*. The same: *I read much*; or: *I am reading much*, and not *I am reading much at night*.

2. The continuous tenses have added much to the expressiveness of Modern English; they are used freely with a descriptive force and for the sake of giving an emotional colouring to the sentence.

a) With a descriptive force: 1) *Look at this picture. It represents a woman, who seems to be dangerously ill. She lies on the sofa, her little boy stands close by. He weeps.* (We enumerate simple facts.) Or we may say: *Look at this picture: it represents a woman. She is lying on the sofa, her little boy is standing close by*, etc. (The continuous tenses throughout the passage produce a more vivid effect.) 2) *I coughed the whole night*; or: *I was coughing the whole night*. (Я кашляла всю ночь.) Я прокашляла всю ночь.)

b) In emotional emphatic speech: 1) *This dog always barks at strangers* (a habitual action) *whenever we come to see you. This dog is always barking* (a habitual continual action, with a shade of displeasure). *The world is always moving*: we emphasize the incessant action of the world. 2) *Children, what are you doing*. (The auxiliary is stressed, expressing censure.) 3) *Are you feeling better this morning?* (Expressing familiarity and sympathy.) *Do you feel better this morning?* (A simple fact is stated.)

## II. Wrong.

## Correct.

- |  |   |
|--|---|
| 1. When I shall be free, I shall come to see you.        | 1. When I am free, I shall come to see you.         |
| 2. If the weather will be fine, I shall come to see you. | 2. If the weather is fine, I shall come to see you. |

The Russian construction: Когда я буду свободен, я вас увижу, — accounts for this extremely common error; English people consider a future tense in the principal clause enough to make the meaning of the whole sentence future.

## III. Wrong.

## Correct.

- |  |  |
|--|--|
| 1. I have seen him last week.  | 1. I saw him last week.  |
| 2. When have you seen him?   | 2. When did you see him?   |
| 3. You seem to be working very hard at present; did you do much?   | 3. You seem to be working very hard at present; have you done much?  |
| 4. The old woman who is living next door to me has had a hard life. She has lived in a small town. There she has worked long | 4. The old woman who is living next door to me has had a hard life. She lived in a small town. There she worked long hours for |

hours for a cruel master. She has had many children, etc.

5. When he had seen me he came up to me.

6. He told me that he had worked there before. He had liked his work, he had found it interesting. Everybody had been kind to him.

*a cruel master. She had many children, etc.*

5. *When he saw me (as soon as he saw me) he came up to me.*

6. *He told me that he had worked there before. He liked his work, he found it interesting. Everybody was kind to him.*

The first three examples show that Russian students are apt to use the Past Indefinite tense instead of the Present Perfect tense, and vice versa, because in Russian there is only one form: Я читал об этом на этой неделе. Я читал об этом на прошлой неделе.

In English we must be guided by the following principles: 1. When a past date is especially mentioned, or the event is obviously regarded in our minds as unconnected with the present, the past must be used instead of the present (examples 1, 2). 2. When we wish to express the bearing of a past action on the present time, the Present Perfect (the resultative perfect) must be used (example 3).

Examples 4 and 6 illustrate a common Russian error made in narration. In example 4 the error is probably due to the fact that no time is mentioned. In example 6 the series of events are wrongly taken as the logical Past Perfect.

It should be remembered that the most widely used "narration" tense is the Past Indefinite.

#### IV. Wrong.

1. I am living here for 2 years.

2. He is studying English for some time already.

3. She was working in the Young Communist League for 2 years, when she entered the Technological Institute.

4. It was raining for half an hour already when he came home.

#### Correct.

1. *I have been living here...*

2. *He has been studying...*

3. *She had been working...*

4. *It had been raining...*

Examples 1 and 2 may be corrected in two ways: *I have been living here for two years* (where the idea of the continuation of the action is emphasized); or, *I have lived here for two years* (where the fact that I have lived here for two years is emphasized).

But there is a great difference in meaning in the following sentences: *Where have you been meeting him?* (a succession of events). *Where have you met him lately?* (a simple event). *I have been receiving letters from him these two months.* *I have just received a letter from him.*

#### V. Wrong.

1. Will I be killed if I jump down the precipice?

2. If we compare these two statements, we will see that they agree.

#### Correct.

1. *Shall I be killed ...*

2. *... we shall see ...*



The distinction between the uses of *shall* and *should*, *will* and *would* being very fine, Russian students have some difficulty in using these forms correctly. Generally *shall* and *should* are used to express simple futurity, whereas *will* and *would* imply doing a thing of one's own accord; hence the examples — *will I be killed ... ; we will see ...*, are wrong.

After *intend* or *intention*, *desire*, *demand*, *be anxious*, and analogous expressions, *shall* and *should* must be used for all persons in subordinate clauses; e. g. *I am anxious that this question should be introduced at the very next meeting.*

Caution. Note the following mistakes which Russian students of English are liable to make in questions and answers:

1) *Did he see you yesterday?* "Yes, he saw" (should be — *Yes, he did*). *Do you read much?* "Yes, I read" (instead of — *Yes, I do*).

2) "To begin?" said one of my pupils, when I asked her to read something (should be — *Shall I begin?*).

3) "This text is difficult, yes?" (instead of — *This text is difficult, isn't it?*) "You will not come? Yes?" (instead of — *You won't come, will you?*)

4) *Do you understand your mistake now?* "Yes, yes, yes" (instead of — *Yes, I do. Oh, yes, I do*).

### General Exercises.

I. Put the verb in the appropriate tense:

1) It is said that over 2000 years ago a shepherd named Magnes, who (live) in Asia Minor, (find) one day that some small hard black stones (cling) to the iron-tipped stick that he (carry). So the name of magnet (be given) to these stones, but for many hundreds of years this substance (be) of no use. In recent years people (begin) to use magnets extensively in science and industry.

2) We (have) exceedingly hot weather at present. The sun (shine) continually and the water in the brooks and streams fast (dry up). Look at this brooklet. You (believe) that if it (rain) to-morrow, there (be) a powerful stream instead of it, and that by the end of the second day the water (overflow) its banks? It (be) the same last year. Before the rainy weather (set in), people (suffer) from the drought, the grass (dry up) and all the leaves (wither).

3) Recently, while a ship (near) port, a fire (to be discovered) in the hold. The crew (try) to put it out, but it (spread) over the ship. The Captain (decide) to reach Liverpool, and he (send) a wireless message to the Liverpool Fire Brigade. When the burning ship (arrive), the Fire Brigade (wait) at the Docks and the fire quickly (to be put out).

4) A wretched-looking woman, the man's wife, (meet) me on the stairs and, after telling me that he just (fall) into a kind of doze, (motion) to me and (lead) me softly in. The sick man (lie) with his face turned towards the wall.

II. Write your own examples on all the tenses using the construction:

You speak English, don't you?

I don't speak English, do you?

### III. Translate into English:

1) Были ли вы когда-нибудь на севере? 2) Когда вы ездили на север? 3) Сделали ли вы успехи в английском языке с прошлого года? 4) Когда вы прекратили заниматься немецким? 5) Каковы ваши успехи в английском языке теперь (get on with). 6) Разве вы не видели еще этой пьесы? 7) Как долго вы уже занимаетесь английским? 8) Я надеюсь, что вы не сделали ни одной ошибки в последней диктовке? 9) Не знаете ли вы случайно, починил ли он велосипед, который он вчера сломал? 10) Мы подождем здесь, так как автомобиль еще не приехал. 11) Что вы будете делать завтра в это время? 12) Занимаетесь ли вы гимнастикой каждое утро? 13) Что вы будете делать, когда придете домой? 14) Сколько страниц вы уже прочли к 12 часам? 15) Сколько страниц вы прочтете к 7 часам? 16) Как долго вы меня ждете? 17) Как долго вы уже гуляли, когда я вас встретил? 18) Разве вы не получили еще моего письма? 19) Будете ли вы мною довольны, если я проведу с вами целый день? 20) Внимательно ли вы просмотрели книгу, прежде чем отдали ее обратно? 21) Вы ждали до тех пор, пока дождь не прошел? 22) Правда ли, что эта пьеса ставится в течение трех месяцев непрерывно? 23) На каком заводе работает ваш племянник с тех пор как он сделался инженером?

### IV. Explain the use of tenses in the following sentences:

1) On — on he hastened, and he drew

My gaze of wonder as he flew.

He spurs his steed; he hears the steep.

He winds around, he hurries by.

(Byron)

2) "We are in excellent time," said Mr. Snodgrass as they climbed the fence of the first field: "The sun is just going down." 3) About half past twelve o'clock, when Mr. Winkle had been revelling some twenty minutes in the full luxury of his first sleep, he was suddenly awakened by a loud knocking at his chamber-door. 4) Mr. Stelling was the first to enter. He found both the children on the floor. Tom had fainted, and Maggie was shaking him by the collar of his jacket. 5) "There now," she said, "I shall always remember you, and kiss you when I see you again, if it's ever so long. But I'll go now, because I think Mr. Askern's done with Tom's foot." 6) The child has felt very lonely since her parents died. But we've made up now, since my health has been bad. 7) When he cut the string, opened the volumes, and turned to the Latin grammar, which chanced to come uppermost, he could scarcely believe his eyes. 8) When she had taken her degree, she asked him herself to let her see something of what he had been doing. 9) When did you see him? 10) I want your assistance. You shall have it. 11) Oh, there is something wrong with my bed. Somebody has been sleeping in it. 12) Capitalism has become entangled in contradictions which it is unable to get out of. 13) While they drank his very good health, he scribbled something in his note-book. 14) If you will attend, I shall explain my meaning. 15) The guests will be arriving soon. 16) This will be your room, I suppose. 17) Accidents will happen. 18) Moscow's trading organizations will shortly be receiving shipments of fruit from Sukhumi and Sochi on the Black Sea.



# CHAPTER VII.

## THE PASSIVE VOICE.

### § 55. The Active and the Passive Voice Compared.

So far we have dealt with the Active Voice. The Active Voice is that form of a verb which shows that the subject of the sentence represents the doer of the action; the subject is acting.

Now we shall analyse the Passive Voice. The Passive Voice is that form of a verb which shows that the subject is represented as acted upon.

The Passive Voice is formed by adding the past participle of a transitive verb to the various forms of the verb *to be*.

**Note 1.** Such forms as: *is come, is gone, was over*, being intransitive, are not passive, though they look like it. They denote a state, but not an action.

**Note 2.** Such forms as: *The man is well-read. He is well-known in our town. The man was drunk. He is very outspoken*, — are not passive either. The original past participles in these sentences have lost their verbal character as well as their passive meaning, and perform the function of an adjective (a compound-adjective) — известен, пьян, начитан, откровенен.

**Note 3.** On the other hand, such forms as: *These books are selling out fast. The cow is milking well. Our plans are working out successfully*, — which are rather frequent in colloquial language, are active in form, but passive in meaning. They correspond to: *These books are being sold out fast. Our plans are being worked out successfully. The cow was being milked*; i. e. they correspond to the present and the past continuous passive tense-forms, which were fully established in the language only in the first quarter of the 19th century.

### PASSIVE VOICE.

Verb (*to be*) written.

	Present.	Past.	Future Absolute.	Future Relative to the Past
				I said that...
Indefinite.	Letters <b>are</b> generally <b>written</b> in ink (a simple fact in the present).	Many letters <b>were written</b> by the secretary that day (a simple fact in the past).	Only a few letters <b>will be written</b> to-morrow (a simple fact in the future).	... only a few letters <b>would be written</b> (a simple fact in the future as viewed from the past).
Continuous.	Some important letters <b>are being written</b> by the secretary (the action continuing at a given moment in the present).	Some important letters <b>were being written</b> at that time (the action continuing at a given moment in the past).	Is not used	Is not used
Perfect.	Some letters <b>have been written</b> to-day, etc.	All the letters <b>had been written</b> by the end of the week.	All the letters <b>will have been written</b> by the end of this week.	... only a few letters <b>would have been written</b> by that time.

## § 56. Uses of the Tenses in the Passive Voice.

If we compare the table of the Active Voice with the table of the Passive Voice, we see that there are only eight tense-forms in the passive. The use of the tenses in the passive are subject to the same rules as the tenses in the active.

Caution. Care should be taken to distinguish the so-called Actional Passive, denoting an action, from the Statal Passive, denoting a state. (See § 12.) *Our house is painted every year* (красится — actional passive). *Our house is painted green* (покрашен — statal passive). *Our door is closed at 11 p. m.* (закрывается — actional passive). *The door is closed* (закрыта — statal passive). *When I came home the door was closed* (statal), *but I do not know when it was closed* (actional).

It is important to differentiate the Actional Passive from the Statal Passive for two reasons:

1. The Statal Passive forms the compound predicate the same as in Russian: письмо написано, дом построен, он уважает, etc.

The Actional Passive forms the simple predicate expressed by a compound tense-form: письма пишутся; его уважают; дом строится.

2. The nature of the passive form influences the use of tenses; e. g. *When I came home I found out that my favourite cup was broken* (statal). *When I came home I found out that my favourite cup had been broken to pieces by the cat* (actional). *We see that the house is pulled down. We see that the house has just been pulled down. When I made her acquaintance she was married already. She said that she had been married twice.*

**Note.** In colloquial speech the verb *be* in the actional passive is often replaced by *get* — which should not be confused with the verb *get* in the function of a link verb; e. g. *My little nephew was so naughty that he got punished every day* (instead of — *was*). *In an hour's time the road got dry again, and so we continued our walk* (*get* — used as a link verb).

### Exercises.

I. Define the tenses of the passive in the following sentences and explain their use.

1) Our knowledge of electricity has all been gained in recent years.  
2) At the time of the Danish attacks upon England, corresponding attacks were being made upon France.  
3) Wonderful discoveries are being made in the field of science nowadays.  
4) Before the industrial revolution in England little or nothing had been done to improve the roads which the Romans had made.  
5) The House of the Soviets will soon be completed.  
6) The work of tilling the soil and raising plants for the use of mankind is termed agriculture.  
7) By the time the surgeon comes, the patient will have been put on the table and made ready for the operation.

II. Insert the proper tense in the passive voice.

1) The scientific branches of the Leningrad Public library (expand) in the last few years.  
2) At present a new house is under construction just opposite us. It (build) very soon.  
3) "Bless my soul," said Mr. Pickwick as they stood upon the pavement while the coats (put) in.  
4) When I came to Leningrad I was greatly surprised to see that so many new houses (build) during my absence.  
5) The first self-acting



steam-engine invented by Newman in 1712 (use) for nearly a century. 6) Look at this park. How lovely it is now; at the time of my last visit here it just (lay out). 7) Hundreds of new school buildings for Soviet children (build) by the end of the Third Five-Year-Plan. 8) Maggie talked with Lucy while Tom's leg (dress). 9) In our age trams gradually (replace) by trolley-buses and underground railways. 10) The post just (bring). Shall I give it to you?

III. Point out the actional and the statal passive:

1) This house is built of stone. Houses are generally built of stone. 2) The ground is covered with snow as soon as winter sets in. The ground is covered with snow. 3) My shoes are made of leather. Shoes are (generally) made of leather.

### § 57. Change from Active to Passive.

I. A transitive verb in the active voice is changed to the passive voice by making the object of the active voice the subject of the passive verb and making the subject of the active verb the object of the preposition *by* (a prepositional object).

Active Form: 1) *The sun attracts the earth.* 2) *Everybody laughed at him.* 3) *Our Government pays great attention to improvements in agriculture.*

Passive Form: 1) *The earth is attracted by the sun.* 2) *He was laughed at by everybody.* 3) *Great attention is paid by our Government to improvements in agriculture.*

Note 1. The preposition in the active, — *laugh at*, etc. — is changed into an adverb in the passive.

Note 2. Example 2 is translated into Russian in the active form: *Бесмеялись над ним...*

II. When a transitive verb in the active, followed by a direct and an indirect object is changed to the passive form, the indirect object remains in the objective governed by the preposition *to* or without it. Thus:

Active Form: *The teacher has given us some new rules. The old man told us the adventures of the shilling.*

Passive Form: *Some new rules have been given (to) us by the teacher. The adventures of the shilling were told (to) us by the old man.*

Note. Observe the word-order of the passive construction:

Subject	Predicate Verb	Indirect Object	Prepositional Object
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unless the indirect object is rather lengthy, e. g.

1) *An interesting lecture has been delivered to us by this professor.*  
2) *An interesting lecture has been delivered by this professor to all the students of our Institute.*

III. The Retained Object. Sometimes the indirect object of the active verb is made the subject of the passive, and the direct object is retained in the objective case.

Active Form: 1) *The teacher has given us some new rules.* 2) *The teacher teaches us good pronunciation.*

Passive Form: 1) *We have been given some new rules* (by the teacher). 2) *We are taught good pronunciation* (by our teacher). This comparatively new construction (it appeared only in the 14th century) is used when a greater interest is felt in the person: Нам даны новые правила. Нам обучают хорошему произношению.

Caution. Observe that the passive construction with the retained object is not possible with all verbs or objects.

It is correct to say: *We are offered some good work. He was taught English. I am given to understand that you will undertake this work.* But such sentences as: *We were sent some money. He was written a long letter,* are both awkward and impossible.

The following is a list of verbs which can be used in the passive construction with the retained object: *give, grant, allot, accord, allow, award, permit, refuse, deny, pay, leave, promise, offer, show, order, command, spare, save, cause, tell, teach*; e. g. 1) *He was promised something good.* 2) *Many people were allotted representation at the conference.* 3) *Several Soviet musicians were awarded prizes at the International Musical Contest in Brussels.* 4) *The hero of the novel was left a legacy by his uncle in America.* 5) *Your scheme is being given a good trial by the committee on inventions.* 6) *She was caused much trouble.* 7) *When we were in the kolkhoz, we were offered baskets of fine fruits.*

A few verbs when used in the passive admit only of the passive construction with the retained object; e. g. *I was spared the trouble of re-copying the manuscript* (меня освободили от необходимости переписывать рукопись) (and not: *the trouble was spared to me*). *She was kissed good night* (and not: *good night was kissed to her*). *He was envied his luck* (and not: *his luck was envied him*).

## § 58. Choice and Peculiar Use of the Passive in Modern English.

1. The same as in Russian, the passive construction is used when a greater interest is shown in the passive than in the active subject; e. g. *Many trains are driven by electricity in the Soviet Union now. The art of printing was probably invented by Gutenberg in Germany in the 15th century.*

2. The same as in Russian, the passive construction is used when the active subject is unknown or cannot easily be stated; e. g. *Trees are always planted on both sides of the road. Owing to the earthquake many houses were ruined.*

3. At the same time, however, the passive construction in English is widely used in a number of cases in which only the active is possible in Russian; hence such an extensive use of the passive in Modern English.

The following three factors account for it:

a) The ease with which an English prepositional object in the active becomes the subject in the passive, whereas in Russian only the direct object may become the subject in the passive. Hence, a great number of transitive verb-compounds (verb + preposition) are used in the passive:

*He can be easily relied on.*

*The writer is often spoken of.*

*Children like to be taken notice of.*

На него можно легко положиться.

Об этом писателе часто говорят.

Дети любят, когда на них обращают внимание.



Even intransitive verbs followed by adverbials may also be used in the passive:

<i>This room cannot be lived in.</i>	В этой комнате нельзя жить.
<i>Walking tours should not be gone upon alone.</i>	В пешеходные экскурсии не следует отправляться одному.

b) The translation of the above-mentioned examples shows the prevalence of the passive construction with a personal subject in Modern English over the indefinite personal construction in the active in Russian; e. g. *The doctor was sent for*, — за доктором послали (see § 10), also: *This manuscript is said to be very valuable*, — говорят, что эта рукопись очень ценная.

In some cases we have the impersonal construction in both languages, but it is mostly active in Russian: *It is believed* — полагают; *it is said* — говорят; *it is supposed* — предполагают, etc.

c) Quite peculiar to English idiom is the possibility of converting the indirect object of the active into the subject of the passive (the passive construction with the retained object). *The patient must be given restoratives*, — больному нужно дать подкрепляющие средства.

### Exercises.

I. Translate the following into Russian, noting the peculiarity of the passive form from the Russian point of view:

1) If you are asked this question, will you be able to answer it? 2) The room was empty and the bed had not been slept in. 3) He had always been looked up to as a high authority on all matters of importance. 4) No building is allowed to be erected on this site. 5) Children should be taught foreign languages at school. 6) The old man is seldom read to by his daughter. 7) This school is said to be a model school. 8) The war was followed by the Revolution. 9) In capitalist countries small children are still worked long hours. 10) For further details the reader is referred to the notes at the end of the book. 11) I was often told folk tales by my old nurse. 12) Your remark has not been taken any notice of. 13) New legislation is believed to be worked out. 14) The children are so hungry after their walk that they must be dined at once. 15) The house must be entered by the garden. 16) I was requested to identify the wearer of that very uncommon coat.

II. Change the active into the passive:

1) We must be constantly improving our means of defence. 2) This engineer has introduced a new method of cooling steel. 3) When did machinery supersede the spinning wheel in England? 4) How long did the Soviet schools try out the laboratory method? 5) The Soviet Government takes care of mothers and their young children. 6) In capitalist countries one often finds male workers at home looking after the children, while their wives work at the factories. 7) Marx and Engels usually referred to Hegel as the philosopher who formulated the main features of dialectics. 8) Have the students of your institute undertaken any excursions this year? 9) No one will see me. 10) Has anybody heard him? 11) Who makes his clothes for him? 12) Comrade Brown teaches us English. 13) I could not help you, as people were pushing me on all sides.

14) This letter does not give the information needed. 15) Somebody will take me home in a car. 16) The city council is rapidly replacing old lanes by fine new streets. 17) After the barbarians had attacked the Roman Empire at home, she gradually crumbled away.

III. Change the following into the passive by introducing the construction with the retained object. (Note: *they* is impersonal.)

1) They spared me the trouble of going out in the middle of the night. 2) They will show us the building as well as the park. 3) This device will save us weeks of labour. 4) The population of Western Ukraine and Byelo-Russia accorded the Red Army a hearty reception. 5) Before the Revolution they denied the workers the opportunity of enjoying life. 6) They handed me a thick letter when I was going out. 7) I hope you offered him some reward. 8) I told the children a story. 9) The judge gave the accused a hearing. 10) They grant our club a large sum of money for cultural work.

IV. Change the following into the active voice:

1) This girl has been a good deal taken notice of by your brother. 2) Naughty children must be spoken to several times. 3) Such action cannot be put up with by anybody. 4) If I am not mistaken, this book has often been referred to by you. 5) This method of analysis is being gradually done away with by modern scientists. 6) This is a principle which might be appealed to by anyone. 7) When the rider was lost sight of, the company grew quite depressed. 8) The neighbouring houses were set fire to by a great explosion. 9) This man is very badly spoken of.

V. Translate into English:

1) Какая статья сейчас переводится? 2) Какая статья только-что переведена? 3) Когда переведена эта статья? 4) Разве эта статья была уже переведена вами до того, как вы поехали в Москву? 5) Какая статья переводилась, когда мы получили новый заказ? 6) Что вам дают переводить? 7) Что вам обещано? 8) Ему разрешают выходить? 9) Это правда, что им запрещено приходить сюда? 10) На какой учебник вы ссылаетесь? 11) Оказало ли влияние на английский язык норманское завоевание? 12) К хорошему произношению нужно стремиться (should be).

## CHAPTER VIII.

### SEQUENCE OF TENSES.

#### § 59. Principal Rules.

One of the commonest errors in English composition arises from the careless change of tenses, or, in other words, from a violation of the Sequence of Tenses, according to which the tense of the verb in a subordinate clause is usually the same as the tense of the verb in a principal clause.

The sequence of tenses is regulated by the following rules:

Rule I. The past in the principal clause is followed by the past in the dependent clause; e. g.

1) *She said that she was busy* (she was busy at the time of her saying, and is probably busy now).



- 2) I **knew** that she **lived** in Leningrad.
- 3) He **said** the weather **was** fine.
- 4) I **was** sure that he **had** already **come** when I left.
- 5) We **knew** I **should be** late (instead of *shall*).
- 6) He **knew** he **would be** late (instead of *will*).
- 7) He **said** his protest **would be** accepted.
- 8) He **said** he **thought** he **would like** to go there.

**Note 1.** The past in the dependent clause is not always translated into Russian by the past. In examples 1, 2, 3 we have the present: что она занята, она живет, погода хорошая. In example 4 we have three past actions, the remotest being in the past perfect.

**Note 2.** In examples 5—8 (*should be late, would be late, would be accepted, etc.*) we have the future in Russian (я опоздаю, он опоздает, будет принят, etc.).

In English it is the future in the past, or the future relative to the past. (See § 42, Table of English Tenses.)

Rule I may be broken, i. e. the past may be followed by any tense:

1. When the dependent clause indicates comparison, after the conjunctions *than* and *as*; e. g. *He knew the last lesson better than he knows this one. He knew the last lesson better than he will know this one. I liked to play tennis when I was a young girl as much as I like it now.*

2. When the dependent clause contains a general truth; i. e. when one statement in the clause applies to the present or the future as well as to the past. *The children were told that the Atlantic ocean is between America and Europe.*

3. When the time of the action expressed by the subordinate clause is independent of that of the principal clause; e. g. *He was awarded a premium twice, because he is a good worker. I read the story, which I am going to tell, a few days ago. I was so impressed by the beauty of the scenery that I shall never forget it.*

Rule II. The present or future in the principal clause may be followed by the present, past or future in the subordinate clause: 1) *I hope that he **has** come.* 2) *I know that he **came** two days ago.* 3) *I fear that he **will be** late.* 4) *I shall go there when he **comes**.* 5) *I want to know what that child **had done** when you found him crying.*

**Note.** In example 5, *that child had done* is influenced by its own subordinate clause, but not by the principal clause, — *I want to know*. Consequently, the following sentences are incorrect: "I know what he had done". "I hope that he had finished his work".

Rule III. In narrative, the tense should not be suddenly changed from present to past, or from past to present. Avoid making the following mistakes: "When he saw his friend, he stopped him. They stand for a few minutes and carry on a brisk conversation" ("stand" and "carry on" should be changed to *stood* and *carried on*).

### Exercises.

1. Say which tense is correct, that in brackets, or that which precedes.

1) I wrote to him so that he may (might) be ready for us. 2) He thought he has (had) done all. 3) At last we decided that we shall (should) go to Moscow. 4) I knew that the night is (was) dark, but still I go

(went) out. 5) At the very beginning of the course we were told that water is (was) composed of two gases. 6) On our way home we passed a building which had (has) a memorial tablet on the wall. Can you tell me what the inscription on it is (was)? 7) I saw that I am (was) wrong. 8) They were told that the lecture will (would) not take place. 9) We shall see who is (was) right. 10) I have seen to it that you shall (should) be paid.

II. Complete the following sentences:

1) He thought he ... next year. 2) I found out that they ... some years before. 3) We have asked our teacher if we ... to-day. 4) Last month our group worked much better than it ... at the beginning of the term. 5) I was more tired than you ... now.

III. Supply the appropriate tenses:

1) Five men (be entombed) for fifty hours, when at about eleven o'clock last night news (reach) the surface that the rescue party (find) some of them; it is now hoped that at least two of the five other men (may) be saved. 2) One day it (be discovered) that if a small straight magnet (float) on water it always (point) to the North and to the South. 3) Two thousand years ago the Greek philosopher Aristotle (declare) that if you (take) two balls of the same material, one small and the other large, and (drop) them at the same moment, the large one (reach) the ground first. 4) Edison invented the present system of electric lamps which (be used) everywhere now. 5) Edison also improved the telephone which (be invented) a few years previously. 6) While Edison (wait) for a reply in the office of an important telegraph company to which he (apply) for a situation, a part of the apparatus (break down). 7) Nobody knew what (be) the matter, but Edison (say) that he (can) set the machine to work again. 8) When did you first meet the man who (come) to see you so often now? 9) The American and Canadian workers' November Delegation (arrive) in Kharkov yesterday, November 21st, and (remain) till November 27th to see what the Kharkov workers (do).

IV. Change the following sentences into the past:

1) I tell you that they will let you know if your husband falls ill. 2) I am sure you will like this book when you are a little older. 3) He is sure that we shall be able to get the seats we want, unless we come late. 4) I tell you that I shall be unable to tell you anything before I have spoken with your sister.

V. Translate into English:

1) Так как нам сказали несколько минут тому назад, что погода плохая, мы решили остаться дома. 2) Вчера я узнала, что эта книга распродана. 3) Было решено, что я напишу в Москву с просьбой поискать эту книгу там. 4) Сегодня я видел новую книгу по грамматике, которая вышла несколько дней тому назад. 5) Эдисон изобрел целую систему, посредством которой электричество может использоваться для освещения, отопления и движения (driving). 6) Я не знала, что он серьезно болен. 7) Я сказала, что я не приду, так как я занята.



8) Мы сначала не поверили, когда нам сказали, что на стратостате можно подняться на высоту 25 километров. 9) Когда я обратилась к секретарю с просьбой пересмотреть мое дело, он сказал, что он думает, в этом не встретится надобности. 10) В ответ на мой запрос мне написали, что я не смогу поступить в институт, если не представлю все нужные бумаги в срок.

## CHAPTER IX.

### DIRECT AND INDIRECT SPEECH.

#### § 60. Distinction between Direct and Indirect Speech.

Read the following sentences:

1) The speaker said, "It gives me great pleasure to be here this evening and I shall never forget it."

2) *The speaker said that it gave him great pleasure to be there that evening and that he would never forget it.*

Direct Speech—The first of the above sentences gives, in the first person, the exact words of the speaker.

Indirect Speech or Reported Speech—The second sentence gives, in the third person, a report of the words of the speaker.

The following are the usual changes that have to be made in reporting a speech:

1. The report opens with an introductory clause and a connective, such as: *The speaker said (says) that ..., he hoped that, he asked (asks) if, whether, when, how, etc.*

**Note.** The connective *that* may be omitted; e. g. *He said (that) he was ill.*

II. The rules of the sequence of tenses should be observed if the principal verb is in the past. Thus:

1. Present tenses are changed into past tenses: "The summer is coming to an end," she said. *She said the summer was coming to an end.*

2. Past tenses are generally changed into past perfect, and past continuous are changed into past perfect continuous tenses: He said, "I read about it the other day." *He said he had read about it the other day.* She said, "I was working very hard all the time." *She said she had been working very hard all the time.*

3. Future tenses are accordingly turned into the future in the past: I said, "I shall have nothing against it." *I said I should have nothing against it.*

**Note.** In indirect speech *must* may be retained in the past tense. *I said I must go there.*

III. Pronouns are changed in person according to the meaning: She said, "I must make haste." *She said she must make haste.*

IV. Words denoting nearness of time or place are generally changed into words denoting remoteness. Thus:

<i>here</i>	becomes	<i>there</i>
<i>this, these</i>	"	<i>that, those</i>
<i>now</i>	"	<i>then</i>
<i>to-day</i>	"	<i>that day</i>
<i>yesterday</i>	"	<i>the day before</i>
<i>a year ago</i>	"	<i>a year before</i>
<i>last night</i>	"	<i>the previous night</i>
<i>to-morrow</i>	"	<i>next day (in the future)</i>
<i>yesterday evening</i>	"	<i>on the previous evening.</i>

Note that these changes take place only if the speaker is speaking at a different place and at a different time from the speaker whose words he reports.

Compare: 1) On the nineteenth he said, "I shall have no lessons to-morrow." *On the nineteenth he said he would have no lessons on the next day*, i. e. on the twentieth. To-day he said, "I shall have no lessons to-morrow." *To-day he said he would have no lessons to-morrow* (actually to-morrow).

2) The other day he came up to me and said, "I am very busy to-day." *He said he was very busy that day*. A few minutes ago he said, "I am very busy to-day." *A few minutes ago he said he was busy to-day* (actually to-day).

### Exercise.

Explain the change in the following passage:

Direct (A speech in Parliament): "I tell you that the action of these statesmen will lead to national disaster, for similar actions have led to disaster in the past and you will see the consequence of it to-morrow."

Indirect: He told them that the actions of those statesmen would lead to national disaster, for similar actions had led to disaster in the past and they would see the consequence of it in the future.

## § 61. Statements.

Direct: He said to us, "I have no time for reading."

Indirect: *He told us (that) he had no time for reading.*"

Direct: She said, "I work as a typist".

Indirect: *She said (that) she worked as a typist.*

We introduce a statement in reported speech by the verb *to tell* where there is an indirect object in the sentence, and *to say* where there is no indirect object; e. g. *I tell you I am busy. I said that I was busy.*

**Note 1.** We cannot possibly say: I tell that I am busy.

**Note 2.** We can also introduce a statement by other verbs such as: *exclaim, think, cry* etc.: *I exclaimed that I knew him.*

**Note 3.** Ambiguity of the third person. Repeat the noun in parenthesis after the pronoun, if all persons are levelled to the third.

Direct: "You have not returned the books in time."

Indirect: *He said that he (the boy) had not brought his book in time.*

**Note 4.** The adverbs *yes* and *no* are substituted by such verbs as: *agree, answer in the affirmative, consent, reject, deny*, etc.; e. g.

He said, "Yes, I shall help you."



*He consented to help me.*

"Yes, I have many books," said she.

*She answered in the affirmative.*

**Note 5.** Direct: "What a lovely view," exclaimed the tourists.

Indirect: *The tourists exclaimed that it was a lovely view.*

### **Exercise.**

Change into indirect speech:

1) The workers said, "We shall strive to improve the quality of our work." 2) Our teacher said to us the other day, "If you do not work systematically, you will never succeed." 3) I thought, "I did all I could." 4) The little girl's mother said to her, "As you have done your work you may go out now." 5) He said to me, "I did not go on purpose last night." 6) The engineer said to us, "I am sorry to say that this project is done badly; you must do it over again." 7) We said, "Oh! To-morrow you will see how we work!" 8) Seneca said, "Life is a voyage in which we are perpetually changing scenes." 9) My brother wrote, "I shall tell this story as soon as I come." 10) When she came to see me, I said, "I am all right to-day." 11) A few minutes ago she said, "I was quite in despair yesterday."

## **§ 62. Questions.**

Direct: He said to me, "Do you belong to the trade-union? Do you pay your membership fee regularly?"

Indirect: *He asked me if I belonged to the trade-union and if I paid my membership fee regularly.*

Direct: The secretary asked me, "Where have you put the minutes of the last meeting?"

Indirect: *The secretary asked me where I had put the minutes of the last meeting.*

We introduce a question in reported speech by the verb *to ask* (to inquire) followed by the conjunctions *whether* or *if* or by the interrogative words—*what, how, when, whose, where* and *why*.

**Caution.** The indirect question is treated as if it were a statement; i. e. the subject is placed before the verb, the auxiliary *do, does, did* is omitted (see examples above).

**Note.** To explain the seeming inverted order in: *She asked me what was the matter*,—see § 30, II.

### **Exercise.**

Turn into indirect speech:

1) "What are you laughing at?" Mr. Jinks said to the magistrate. 2) She said to him, "Have you been here long?" 3) Hearing someone play the piano I said, "Who is playing so well?" 4) "What are you going to do to-morrow morning?" I was asked by my friend. 5) The student asked, "Does light diffuse in the same way as heat?" 6) "How many days are there in a month?" asked the teacher. 7) I said to the dressmaker, "How long will it take you to make me a new dress and how much will you charge?" 8) "Did your mother fall ill last week or two weeks ago?" I asked her. 9) As soon as he saw me in the street he came up and said, "Do you not know me?" 10) "What am I to do?"

shouted Mr. Winkle, "what am I to do?" 11) I asked the shopkeeper, "What is the price of the cheapest linen you have?" 12) He asked me, "Did you teach at this place?"

### § 63. Commands.

Direct: He said to me, "Come at once!"

Indirect: *He told me to come at once.*

Direct: The director said to us, "Do it as soon as you can!"

Indirect: *The director urged us to do it as soon as we could.*

We introduce commands or entreaties in reported speech by the verbs: *tell, ask, command, order, insist, advise, wish, beg, entreat, implore, request, urge.*

The imperative is changed into the infinitive (see examples above).

#### **Exercise.**

Turn into indirect speech:

1) The captain said to his men, "Advance!" 2) The physicians always say to us, "Do not drink water that is not boiled!" 3) "Do come and hold the horse!" roared Mr. Winkle. 4) As soon as I came home, my sister said to me, "Take this prescription to the chemist!" 5) I said, "Do be quiet and listen to my words!" 6) "Good-bye, have a good time!" said my friends. 7) The mother said to her boy, "Don't be obstinate! Listen to reason!" 8) "Be sure", said she, "I shall do nothing of the kind!" 9) The secretary said to me, "Kindly bring the programs tomorrow!" 10) My father said to me, "Do give up smoking!"

#### **General Exercises.**

Change into indirect speech:

I. 1) The secretary said to me, "Do you take part in socialist competition?" 2) The director said to us, "There is a constantly increasing demand for specialists in all branches." 3) Engineer X. said to me, "Some experiments are being carried out at our laboratory; come and have a look at them!" 4) My pupil said, "May I come a little later?" 5) They said, "Our translation will be ready only by May." 6) The mechanic said to me, "Have you had any trouble with your telephone lately?" 7) He said, "I shall raise this question to-morrow." 8) When I knocked at the door of my uncle's study, the latter said, "Why do you disturb me here?" 9) My little nephew said to me, "Do tell me again about our leaders!" 10) I said to the child, "How old are you?" 11) A stranger came up to me and said, "Don't you know who I am?" 12) Having tried on several hats my friend said, "I think I shall take the green one." 13) In his last letter my brother wrote to me, "I shall tell you about it when I see you personally." 14) The teacher said to us the other day, "If you do not write out the corrections, you will easily forget them." 15) "Do be more reasonable! Don't stay in the water so long!" my friend said to me. 16) "How absurd it is!" we all said. 17) "Well, I never, where have you come from?" said my friend when he saw me after a long absence.

II. 1) "I was her father! I was her father!" cried the old man. "Have mercy on her and on me! Where does she go? Turn her back!" 2) "What



is it?" he said, recovering his breath. "Tom, where are you? Are you alive?" "I am here," came the reply. "I'm tied up fast." "What's happened? What do you imagine they'll do to us? Do you think they mean to torture us and that's why they don't kill us at once?" 3) "Grandfather cries that you are the cause of all his misery," returned the child with tearful eyes to Mr. Quilp. "They say you must not come near here or he will die. You must not return to us any more. I come to tell you this" (Dickens).

## CHAPTER X.

### MOODS.

Read the following sentences:

I. a) *Electricity is, perhaps, the strangest and the most powerful force in the world.*

b) *What is electricity?*

c) *Every day we read that electricity acquires a wider and wider range of application. If it is so, everything will soon be done by electricity.*

II. a) *Don't use so much electricity in your home.*

b) *Do be more economical.*

III. a) *Electricity has not yet been widely applied; if it were, we should derive the greatest advantages from it.*

b) *Suppose electricity were widely applied, think of the advantages.*

c) *We put electric light in houses that we may light them up and heat them.*

d) *I wish there were not a single house without electric light.*

### § 64. Kinds of Moods.

The words in heavy italics indicate the manner in which the action or state expressed by the verb is to be regarded; i. e. they express different moods. (The word mood or mode means manner.) There are three finite moods:

1. The Indicative Mood in which a verb makes a statement, asks a question, or expresses a condition considered as a fact (examples I, a, b, c).

2. The Imperative Mood in which a verb expresses a command or entreaty (examples II, a, b).

3. The Subjunctive Mood in which a verb deals with non-facts, i. e. with something supposed or imaginary which may take the form of a condition, a supposition, a purpose, or a wish (examples III, a, b, c, d).

#### Exercise.

Point out the mood of the verbs in italics in the following sentences:

1) You say that you were at the theatre last night; if you *were*, why did I not see you? 2) You said that you are not fond of theatres; if you *were*, I should provide you with cheap tickets. 3) *May* I offer you some tea? 4) *Make* haste that we *may* be in time. 5) If you *could* make such

progress in your English within so short a time, it would mean that you are very gifted in languages. 6) You speak English very well now; if you *could make* such progress within so short a time, you must have worked very hard, indeed. 7) Listening to this man speaking English, you get an impression as though he *spoke* quite fluently, but this is only the first impression. 8) Though I *spoke* French fairly well in my childhood, I can hardly put two words together now. 9) We said we *should be* busy at that time. 10) We finish our work at 4 o'clock; if we were to work till seven, we *should be* very tired.

## CHAPTER XI.

### SUBJUNCTIVES.

The Russian "бы" and "если бы" are expressed by the Subjunctive Mood and its equivalents: *may (might), should*.

#### § 65. Verb-Forms in the Subjunctive Mood.

The following table shows that in Modern English certain verb-forms in the subjunctive mood are identical in form to those in the indicative:

The Subjunctive Mood			
Present		Past	
<i>to begin</i>		<i>to be</i>	
(if) I	} begin	(if) I	} began
he		he	
she		she	
it		it	
we		we	
you		you	
they		they	
(if) I	} be	(if) I	} were
he		he	
she		she	
it		it	
we		we	
you		you	
they		they	

Point out the verb-forms in the subjunctive which are different from those in the indicative.

**Note.** In Modern English the subjunctive present is used chiefly in poetry and in official language.

#### § 66. Uses of the Subjunctive Mood and its Equivalents.

The Subjunctive Mood may be employed in simple sentences to express a wish: *Oh, if it **were** true! **Be** it so!* (poetic).

In subordinate clauses the Subjunctive Mood is used to express:

1. A condition: a) *If I **were** there to-day, or to-morrow, I **should** help them* (I am not there). *If he **had** more time (to-day, to-morrow), he **would** come to see you* (he has no time). *You **would not make** such mistakes, if you **knew** grammar* (you don't know it).

The condition in examples a) is expressed by the past and answered by the conditional *should* and *would*. It is past in form, but present or future in meaning. This past form refers not to past facts, but to present and future non-facts.



Compare with : *If I am here to-day, I shall help them.* (The condition is considered as a fact—the Indicative Mood.)

**Note.** Future non-facts may also be expressed by the form: *If I were to be there ... I should help*, or by the subjunctive equivalent:

*If I should be there, I should meet him.*

*If he, she, it, we, you, they should be there, I could help them.*

b) *If it had not rained yesterday, the roads would not have been spoiled. I should have gone there perhaps, if it had not been so far.*

The condition in examples b) is expressed by the past perfect and answered by the past conditional; it is past perfect in form and past in meaning. This perfect form refers to past non-facts.

**Note.** The time referred to, however, need not be the same in both clauses. An *if*-clause referring to past time may be joined to a principal clause referring to present time and vice versa; e. g.

*I should be happier now, if I had taken your advice. My coat would be dry now, if it had not rained.*

c) *It is one of the rules that if a subscriber return a book late, he will be fined. Unless immediate action be taken, the position will be serious.*

The condition in examples c) is expressed by the present tense and answered by the future tense; it is present in form and present in meaning.

**Note 1.** With the verbs *to be*, *to have*, the following construction may be used. *Were I a bird; had he more time.* (See § 30, II, 6.)

**Note 2.** The use of the indicative for the subjunctive, e. g. "if I was you," should be avoided.

Thus non-facts in everyday English are expressed by:

Present time	Past time	Future time
(If) he were he be	(if) he had been	if he were if he were to be if he should be

2. The Subjunctive Mood is also used to express a wish or a command: *I wish he were here. Orders have arrived that the troops be sent to the front.*

3. A purpose: *I am repeating that you may remember it better. Put it down lest you should forget it. They went home so that they might have a good rest.*

4. The subjunctive is also used in comparative clauses after *as* or *than*: *The sun is shining as if it were summer. He speaks English better than if he were a real Englishman.*

5. The subjunctive is also used to express concession (уступка); e. g. *However little you may work (как бы мало вы ни работали) the state of your health does not allow it. Little as you may work, your state of health does not allow it.* (See § 34.) *Though everyone desert (should desert) you, I will not.*

### Exercises.

1. Point out the verbs in the subjunctive mood in the following sentences; say what each of them expresses (in the case of a condition, say by what it is expressed).

1) If there were no oxygen in the air, we should be unable to live. 2) We eat that we may live. 3) Write out your mistakes lest you should make them again in the future. 4) I should have preferred to stay longer if I had been able to afford the time. 5) He conducts the meeting as if he had plenty of experience. 6) "Manners be hanged!" cried he, trying to get through the crowd. 7) Though every care be taken, the situation will remain critical. 8) A notice was posted that all books be returned to the library by June 30th. 9) Short as the northern summer may be, yet we shall enjoy it. 10) It has been voted that all the programs be worked out by the 20th. 11) Long live the Communist Party!

II. Read the following questions and give suitable answers:

1) If there were no trams, how would people go to their work? 2) If there were no electricity, how could we work? 3) What would you say if I forgot to get the tickets? 4) What could we do, if it were spring? 5) Where should I go, if I wanted my shoes mended? 6) How would you answer your lessons, if you did not prepare them properly? 7) Would life be possible were there no sun? 8) Would you come to see me, if I did not invite you.

III. Read the following sentences in the subjunctive perfect (the condition expressed by the past perfect):

1) If it did not rain it would not be so slippery. 2) Were I a painter, I should draw the portrait of this man. 3) Had we less luggage, we could walk. 4) What would you do, if I asked you to make some tea? 5) Would you be displeased, if I did not come? 6) Were the night not so dark, the work could be continued. 7) Had we more practice, we should speak more fluently.

IV. Insert *was* or *were* in each of the following sentences, in each case giving a reason for your choice (the indicative mood, the subjunctive mood):

1) "I wish I ... a bird," said the child. 2) As he ... not well, he could not go to Moscow. 3) They treat her as if she ... one of the family. 4) If the letter ... delivered yesterday, as you say, it must have been brought while I ... not at home. 5) I saw that you ... not interested. 6) If you ... interested in languages, as I am, you would study them.

V. Instead of the infinitive in brackets use the correct form of the subjunctive:

1) I am sorry that you do not read English novels; if you (read) them, I (lend) you some very interesting ones. 2) You say that you did not read yesterday's papers; if you (read) them, you (see) the announcement of Professor X's death. 3) He says that he is not ill; if he (be), he not (play) tennis so much. 4) He says that he was not ill last week; if he (be), he not (play) tennis so much. 5) You say that you have no possibility to go to concerts as often as you like; if you (have) the possibility, you certainly (go) there oftener. 6) You say that last year you had no possibility to go to concerts as often as you liked; if you (have) the possibility, you (go) there certainly oftener.

VI. a) Complete the following sentences. b) Say which of them are in the indicative and which in the subjunctive. c) Write out the three classes of *if*-clauses.



1) If the water in the Neva does not rise within the next half hour ... 2) If the water in the Neva did not rise occasionally ... 3) If the water in the Neva had not risen so high that year ... 4) This man speaks English as if ... 5) The ancient Egyptians could not have built such high pyramids, if they ... 6) I shall feel quite ashamed, if I ... 7) I wish it ... 8) In the Middle Ages people thought that all sorts of wonderful things would be possible if the elixir of life ... 9) These children would not be so noisy, were ... 10) No such wonderful building activity would be possible now, had socialism not ...

VII. Say whether the verbs in italics in the following sentences are in the indicative or the subjunctive mood; translate into Russian.

1) Few though they *were*, they fought desperately. 2) Murder, though it *have* no tongue, will out (Shakespeare). 3) Though he *should fail* this time, he can but try again. 4) Cold as it *was*, the children went for a long walk.

### § 67. Uses of *should* and *would*.

The uses of *should* and *would* are extremely various both in the indicative and the subjunctive mood.

1. *Should* is used in all persons to express moral obligation in the sense of *ought to* (it is less emphatic than *ought to*):

*He should not rely upon anybody but himself. You should take part in this campaign.*

**Note.** In this case *should* refers to the future. A past obligation is expressed by *should have* with the past participle, the same as *ought to have*; e. g. *You should have taken part in this campaign.*

2. *Should* is used to show great improbability in sentences expressing condition and supposition: *Should there be no rain in summer, the crops will be spoiled. I shall come to see you, though (even if) the trams should stop.*

3. *Should* is often used after impersonal constructions, such as: *It is surprising, it is necessary, it is desirable*, etc. and also after verbs expressing emotions and after expressions of surprise: *It is necessary that all students should take part in social work (чтобы принимали). I am sorry to think that you should behave in such a way. As I went down the street whom should I meet but my friend (кого бы я встретил как не ...).*

4. *Should* is also used to express purpose after the conjunctions *lest* = that not; *for fear that*; *so that*; *in*; e. g.

*For fear that the house should catch fire, they never used benzine for cleaning. I was very careful to see that all my heavy luggage should be sent in advance. We hurried on, lest we should be overtaken by the storm.*

5. *Should* is used to express the determination or promise of the speaker: *If the book were in the library, it should be at your service. They should have had it if they asked for it.*

6. *Should* is often used in the third person in indirect speech probably to reproduce the speaker's words: *He said he should come at half past five.*

7. *Would* is used in polite speech and also to express a wish: *Would you mind passing me the bread? Nobody would like to be left friendless.*

8. *Would* is also used to express a wish that is unlikely to be fulfilled: *I wish you would not smoke so much.*

**Note.** We can also say: *I wish you did not smoke.*

9. *Would* is used to express a repeated action instead of *used to* (indicative mood): *He would come to us and tell us interesting tales* (Он бывало приходил). *Last summer I would get up very early and go for long walks.*

10. *Would* is used in negative sentences to express refusal: *I implored him to do it, but he would not.*

11. *Should* and *would* are also used after *but for* in negative conditions: *But for the bees, we should be left without honey. But for this umbrella, he would have been drenched to the skin.*

12. *Should* and *would* are used instead of *shall, will* as the future in the past. (See § 59, Sequence of Tenses.)

13. In colloquial English we sometimes use *should, would* or *could* to make an assertion milder or for the sake of emphasis: *Would you be so kind as to help me? Could you tell me how to get to the Palace of Arts? I am very sorry, I couldn't tell you. You say that it is difficult to climb steep rocks. I should think so.*

**Note 1.** We can also use the indicative mood after impersonal clauses when the action or state is plainly mentioned as an undoubted fact: *It is scarcely surprising that you consider some explanation necessary. It is really remarkable that so large a field is ploughed in so short a time. It was unfortunate that you had completed your book before the appearance of Professor X's work.*

**Note 2.** With the verbs: *prefer, like, care, to be inclined*, *should* is the right form for the first person singular and plural: *I should like to tell you something. We should be inclined to think so. I should prefer not to speak about it.*

The form *I would like, I would prefer* is beginning to be very common in Modern English.

### Exercises.

I. Explain the uses of *should* and *would* in the following:

1) Should I come late, keep a seat for me. 2) Students should not smoke in the classroom. 3) Repeat this word lest you should forget it. 4) But for you, I should never be able to do my work in time. 5) It is absolutely necessary that children should be well disciplined. 6) Would you mind passing me the mustard? 7) My grandmother would sit knitting in the armchair for hours. 8) We tried to persuade him, but he would not give in. 9) I wonder why you should be so upset. 10) We were sure we should be late.

II. Fill in the spaces with *should* or *would* and explain the use:

1) It is odd that we ... meet here. 2) Why he ... have refused the place is hard to understand. 3) I am surprised that he ... be so unpunctual. 4) Make haste lest you ... miss your train. 5) Nobody ... drink unfiltered water. 6) ... one of you find my purse, kindly give it to me.



7) I ... think we could meet at any time. 8) You knew perfectly well that it was useless, but you ... do it. 9) We ... prefer to work in the morning shift. 10) Who ... like some tea? 11) We ... not believe it at first because it seemed so incredible. 12) Your mother being an English-woman, it is natural that you ... speak English so well. 13) But for you I ... not (get) a ticket (perfect form). 14. ... you mind if I smoked?

### § 68. Uses of *may*, *might*, *can*, *could*, *must*, *ought*.

I. 1) *May I take it? Yes, you may.* Permission in the present and in the past.

*I asked my manager if I might stay a little longer.*

2) *May you be happy.*

*We hoped that you might have a little rest (we wished you to have...).*

Wish and hope in the present and in the past.

3) *We may do it, but you should not rely upon us.*

*The report may be false.*

Doubt or supposition; an event is considered improbable.

4) *However much people may laugh, do not pay attention to them.*

Concession.

5) *Give me your copy-book that I may correct it at home.*

*I took your copy-book that I might correct it.*

Purpose in the present and in the past.

6) *May and might are generally used after it is probable, it is possible, and after verbs expressing fear and hope (occasional use): It is quite possible that I may receive a letter to-day. I hope that he may receive my letter. I fear that he may not receive my letter.*

II. 1) *Can he open the window?*

*We cannot live without water.*

*I said that I could not come.*

Ability of any sort to do a thing.

2) *I am sure that I could do it, if I tried.*

*She could be with us, if she made haste.*

A conditional sense, like *would*; refers to the future.

III. 1) *A member of a trade union must pay membership fees.*

Obligation, necessity.

2) *You ought to do your work as well as you can.*

Moral obligation.

### Exercises.

I. Insert *can*, *could*, *may*, *might*, *must*, *ought* to:

1) The blind ... not see. 2) Although he is very lazy, he ... improve, who knows. 3) Perhaps on some future occasion we ... have the pleasure of taking advantage of your offer. 4) I fear that I ... not catch up with my group because I missed a good deal. 5) Nothing is fixed yet; we ... stay here or we ... go away. 6) If frost comes early, it ... hinder the

autumn sowing. 7) At the present stage of development the working class of each capitalist country ... only expect decreased wages and a reduced standard of living. 8) You are going for a walk; ... I go with you? 9) We ... eat, if we want to live. 10) I asked that I ... know what to do. 11) They would certainly come, if they ... 12) You ... come to see me whenever you wish. 13) It is quite possible that the train ... be late. 14) He asked whether he ... use my dictionary. 15) You ... be more careful while crossing the road. 16) People ... work if they want to live. 17) Little children ... have plenty of sleep. 18) Who knows, though he is very ill, he ... live after all. 19) ... I ask a question? 20) Who ... know it better than you?

II. Insert *should* and *would*, *may*, *can*, *must*. Note the different moods:

1) He thought he ... be late. 2) Were the lesson less difficult, we ... know it better. 3) Had you gone to the South, you ... have rested better. 4) As Great Britain relies upon foreign markets for her supplies, her situation ... be critical ... a war break out. 5) Passengers ... not smoke in trams and buses. 6) I ... say that any worker who is class-conscious ... defend the land of the Soviets. 7) I ... do it if I were you. 8) I cannot understand why you ... worry so much. 9) It is desirable that this manuscript ... be ready by May. 10) We ... prefer staying at home to going out. 11) However much some singers ... be applauded, they ... not give an encore. 12) We ... like you to come a little earlier. 13) It was impossible that you ... have gone away without saying good-bye. 14) If printing had not been invented, we ... not have books now. 15) Though he ... fail, he can try again. 16) ... the machine stop working, let me know at once. 17) But for the articles and prepositions English grammar ... not be so difficult. 18) Sixty or seventy years ago, photographs ... be taken only by specialists. 19) ... you make a good snap-shot of our house, I ... be much obliged to you. 20) However far we ... be from the sea, whenever we see a brook or a river, we know that sooner or later it will join the water of the ocean. 21) It is natural that the workers ... want to know the history of the revolutionary movement and ... know it well. 22) They recommend that the classes in secondary schools ... be smaller. 23) I wish people ... not believe false rumours so easily. 24) We hope that this ... be of some interest to the general reader. 25) Whatever objections you ... raise, nobody will accept your refusal. 26) How well you look; you ... have had a very good rest. 27) The supply of coal ... give out, but then we ... use electricity. 28) It is by no means surprising that Mr. Weller ... have paused before a small stationer's window.

## CHAPTER XII.

### THE INFINITIVE.

#### § 69. General Definition.

The Infinitive, while being a verb, has to a great extent the function of a noun, or sometimes of an adjective or an adverb. Let us first consider the Infinitive as a verb. (For the various uses of the infinitive in the sentence, see § 72.)



I. As a verb the infinitive expresses an action without reference to any definite subject; it has no person or number and cannot alone form the predicate of a sentence.

Though it is not limited by person or by number, it is limited by time, and may be used in the active and in the passive form.

Active	Passive	Active	Passive
Present		Perfect	
You ought <i>to read</i> this book. 'следует прочесть'	This book ought <i>to be read</i> by everybody. 'должна быть прочитана'	You ought <i>to have read</i> all these books a long time ago. 'должны были прочитать'	This book ought <i>to have been read</i> by everybody last year. 'должна была быть прочитана'

**Note.** The infinitive may express futurity when it is used as an attribute; e. g. *We have to do much in the years to come. These questions will be discussed at the conference soon to take place at our institute.*

II. Like a finite verb the infinitive may be modified by an adverb; e. g. *to speak gently*. Like the finite verb the infinitive of a transitive verb may take an object; e. g. *to study English*.

## § 70. The Infinitive without *to*.

A verb in the infinitive is generally preceded by the particle *to* (originally meaning the infinitive in the dative case). In the following cases, however, the infinitive is used without *to*:

1. After all auxiliaries, most defective verbs and such anomalous verbs as *let, need, dare*; e. g. *Winter will come late this year. I do not often leave my umbrella at home, but when I do leave it at home, it generally rains. May I ask you a question? Very few peasants could read and write in capitalist Russia. Let me help you. You need not trouble. I dare say you are right. I dare not contradict you.*

2. After verbs of sense-perception and feeling; e. g. *The horrified man heard the lion roar savagely and saw it spring at his comrades, seize them with its teeth and tear them with its claws. Shut the window, I feel the cold wind blow on my back.*

3. After the verb *to make* in the sense of *to force*: *The teacher makes us read, speak and write English. Don't make me laugh.*

4. After *had better, had rather, had sooner*; e. g. *It is very late, you had better go home. I had rather (sooner) stay at home, I feel very tired.*

5. After *than* and *but*, provided they are preceded by *do*; e. g. *The storm was so fierce that the expedition did nothing but wait in the snow for a rescue party. The expedition did nothing else than wait ...*

**Note 1.** Verbs of perception, as well as the verb *make*, are followed by *to* in the passive voice: 1) *Nature is gradually made to work for man.* 2) *One after another the delegates were seen to leave the Conference Hall.*

**Note 2.** The verb *dare* used as a transitive verb in the sense of *challenge* takes *to*; e. g. *One boy dared the other to jump the ditch.*

There is a tendency in Modern English to use *dare* (intransitive) with *to*: *He dared to insult me. I did not dare to speak about it. Does he dare to contradict you?*

**Note 3.** In America the verb *help* is often used without *to*: *Help me do it. I shall help you do it.*

**Note 4.** *Need he think about it? No, he need not think about it at all.*—In this example the verb *need* followed by the infinitive expresses necessity and is considered as an anomalous verb. Compare with the following example: *The proofs need to be corrected* (expressing want).

## § 71. The Perfect Infinitive.

The Perfect Infinitive is used:

1. After the verbs *seem* and *appear* and also after such verbs as *said*, *supposed*, *known*, *believed* and the like, in the passive voice, to show that the action expressed by the infinitive took place before that of the main verb; e. g. *Mathematics is said to have been highly developed in ancient Egypt* (говорят, что математика была ...). *The South Polar Region is known to have once been a warm country* (известно, что южный полюс когда-то был ...).

2. After verbs expressing obligation the perfect form of the infinitive is used to show that the obligation was not carried out; e. g. *You ought to have been more diligent* (вы должны были бы ...). *He should have been more attentive to your words* (the same).

As to the use of the perfect form of the infinitive after verbs expressing wish and intention to show that the wish or intention was not carried out, two constructions are possible: 1) *I wanted to have helped you but I had no time* (я хотел было ...). 2) *I wanted to help you*; or: *I should have liked to help you*. The simple form of the infinitive is preferable.

## § 72. Different Functions of the Infinitive.

The Infinitive is used as:

1. The Subject of a finite verb: *To acquire a good pronunciation in English is absolutely necessary.*

2. The Object of a transitive verb: *We all wish to acquire a good pronunciation.*

3. The Object of a preposition: *As I am about to be examined in English, I must work very hard.*

4. Predicative: *The aim of this group is to acquire a good pronunciation. Many students of this group seem to have acquired a good pronunciation.*

5. Attribute (noun modifier): *A desire to acquire a good pronunciation is natural in every beginner. The following are the sounds to be acquired.*

6. Extension (adverbial modifier) (to denote a purpose, a motive or a result): *To acquire a good English pronunciation we must work at it systematically. English pronunciation is too difficult to be acquired without training. Work harder so as to acquire a good pronunciation.*



In examples I—IV the infinitive is used as a noun; in example V—as an adjective, in example VI—as an adverb.

**Note 1.** Peculiar to Modern English is the infinitive phrase with *for* (the *for* or *to* infinitive phrase); such a phrase may be:

1. The subject; e. g. *For him to escape was impossible.*

2. The attribute; e. g. *The plan for him to escape was craftily formed.*

3. Extension (adverbial modifier): *The mountain was too steep for him to climb. The motor-car stopped for the passengers to have a look at the beautiful scenery (motive).*

**Note 2.** An infinitive phrase is often used as an independent element; e. g. *To tell the truth, I don't believe him.*

### § 73. The Nominative with the Infinitive.

The Infinitive used after the verbs: *seem, appear*, and also after some verbs in the passive voice: *expect, suppose, know, require, believe, hear, see, say, report*, etc., is known as the Nominative with the Infinitive because it refers to the subject; e. g. *This comrade is said to know six languages. The aeroplane is reported to have been lost. This school building appears to be completed.*

As the previous examples have shown, this form is generally translated into Russian by introducing subordinate clauses, such as: Говорят, что этот товарищ знает шесть языков, etc.

**Note.** The infinitive in this construction is best considered as a subjective predicative.

#### Exercise.

Translate the following into Russian:

1) Navigation is reported to be closed. 2) You are requested to be present at the meeting. 3) Our school is said to be the best school in Leningrad. 4) This vase is believed to have been made two thousand years ago. 5) The theatre was announced to be opened. 6) The chairman was heard to second the proposal. 7) A new plan was known to be formed.

### § 74. The Objective (Accusative) with the Infinitive.

Some transitive verbs, chiefly verbs of perception such as: *hear, see, watch, know, find*, as well as verbs expressing wish or command such as: *want, expect, make*, may have their object followed by the infinitive; e. g. *I want you to be more talkative at your conversation lesson (я хочу, чтобы вы ...). We know him to be an experienced teacher.*

This construction is generally known as the Objective (Accusative) with the Infinitive.

The question what function this construction has as part of a sentence,—whether it is an object, or an adverbial modifier or a predicative, is not at all clear and may be strongly disputed.

Taking into consideration the fact that the infinitive in this construction is so closely connected with the object as to form an indivisible unit; e. g. *you to be*, it would be logical to consider such a unit as a Complex Object.

The possibility of converting such complex objects into dependent *that*-clauses, seemingly solves the problem; e. g. *I find you to be inatten-*

*tive*,—that you are inattentive. *We know many people study English to-day*,—that many people study English to-day.

The ambiguity arises with such verbs of perception as *hear, see, observe, watch*, where the infinitive may be regarded as an adverbial modifier: *I often heard Sobinov sing when he was young*,—means—*I often heard Sobinov in the act of singing. We watch the sun set slowly on the horizon*,—the sun in the act of setting.<sup>1</sup>

The infinitive in such constructions as: *I make you work; I urge the students to read*, i. e., with verbs expressing commands, does not seem to perform either of the functions just mentioned and is to be regarded as a predicative. In general it is possible to consider the infinitive in the Accusative with Infinitive (objective with infinitive) construction as an objective predicative in all cases.

### Exercises.

I. Analyse the use of the infinitive in the following sentences (subject, object, object of a preposition, attribute, adverbial modifier, predicative):

1) Here is the article to be translated for to-morrow. 2) Electricity appears to exist throughout all space. 3) The train was about to start when we came to the platform. 4) To smoke much is unhealthy. 5) The planes to fly in the Arctic region have already been shipped there. 6) The years of ignorance for Russian workers have passed, never to return. 7) I advise you not to think about it so much. 8) I am going to have my dinner. 9) I have given my shoes to be mended. 10) The Pyramids seem to have been built by hundreds of thousands of people. 11) As we missed the last tram, we could do nothing but walk home. 12) To understand Shakespeare you must know the language very well. 13) There are some books which tell us about things and other books which make us understand things. 14) I heard the secretary mention it the other day. 15) Leningrad has many beautiful parks, not to say anything about its museums and theatres. 16) This manuscript is believed to have been lost many centuries ago. 17) You are the first to notice it. 18) Go to bed earlier to-day, so as to get up at six o'clock to-morrow morning. 19) To be prepared for war is a most effectual means of preserving peace. 20) The day was too cold for the children to go out.

II. Instead of complex sentences write simple sentences by introducing the infinitive in its various functions:

1) Scientists consider that electricity exists throughout space. 2) There are many new factories and mills which must be built according to the third Five-Year Plan. 3) You ask me whether I can give you an exercise-book; I have not got even a scrap of paper with me on which I can write a short note. 4) It is said that the weather in Europe was exceedingly hot last summer. 5) The teacher finds that we are exceedingly careless in our composition. 6) You are the first who asks me about it. 7) It is known that in the British Isles the Romans built good roads and strong fortresses. 8) It is reported that many factories have over-fulfilled their plans during the recent year. 9) It is expected that we should attend the election meeting.

<sup>1</sup> Onions, "Advanced English Syntax".



10) It is supposed that we read a hundred pages a month, but we do not do it.

III. Construct your own sentences according to the models:

1) You had better read it over again. 2) It is bound to be all right. 3) Winter is sure to come sooner or later. 4) The conference is likely to be postponed. 5) To tell the truth, I had rather walk than ride. 6) To think that she should act in such a way. 7) Be so kind as to inform me. 8) It is good of you to come to see me. 9) They are the first to notice it. 10) They were thunderstruck, so to speak (so to say), when they saw it.

IV. Translate into English:

1) Известно, что Ленин всю свою жизнь посвятил революционной деятельности. 2) Разрешите мне помочь вам. 3) Я не осмеливаюсь просить вас об этом. 4) Я хочу, чтобы вы пошли со мной в театр. 5) Вы, кажется, очень много читали до поступления в университет. 6) Нужно ли вам приходить сюда по вечерам? 7) В темноте я почувствовал, что кто-то схватил меня за руку. 8) Вы бы лучше отдохнули. 9) Это скверно, что ваш преподаватель не заставляет вас разговаривать. 10) Вы должны были посоветоваться с врачом. 11) Она могла бы сообщить мне об этом раньше.

## CHAPTER XIII.

### THE *ING*-FORM.

#### § 75. Different Functions of the *Ing*-Form.

Read the following sentences:

- 1) *The reading of books is necessary.*
- 2) *Reading books is necessary.*
- 3) *A reading man does not like to be interrupted.*
- 4) *People reading in bed spoil their eyes.*
- 5) *Reading an interesting book, I did not notice how the time passed.*

These examples show that the *ing*-form may be broadly divided into three categories according to whether its function is:

- a) that of a noun (example 1, the verbal noun; example 2, the gerund);
- b) that of an adjective (example 3, the verbal adjective; example 4, the present participle — Russian причастие) or
- c) that of an adverb (example 5, the present participle — Russian деепричастие).

#### § 76. The Verbal Noun.

The Verbal Noun has a verbal nature, but no verbal function. When the verb is transitive, the verbal noun derived from it is preceded by the definite article and followed by the preposition *of*. In fact, the verbal noun is used as an ordinary abstract noun and may be the subject or the object of the verb; e. g. *The building of this house costs much money. They finished the building of this house last year.*

If the verb is intransitive, the verbal noun derived from it may be preceded by the indefinite article, or it may be used in the plural; e. g. *I gave him a good scolding. These happenings are remarkable. There are many beginnings* in all branches of industry.

**Note 1.** The verbal noun is translated only as a noun (курение, чтение, etc.).

**Note 2.** Such words as: *the ceiling, the railing, the handwriting*, are concrete nouns without any verbal nature or function.

## § 77. The Gerund.

The Gerund is a part of the verb which performs a double function: that of a noun and that of a verb. This is why it may be translated into Russian as a verb and as a noun: *Stop reading!* (Прекратите чтение или читать).

1. It performs the function of a noun. It may be modified by an adjective and may be used as a subject or an object. *Walking is a good exercise. Quick walking is dangerous for a weak heart* (subject). *Our teacher never encourages hurried reading* (object).

2. It has a verbal force. a) It governs an object: *Hunting foxes is a popular sport in England. You should not risk leaving the door open at night.* b) It takes an adverb: *I hate reading aloud.*

3. The gerund also has time distinctions and may be used in the following forms:

Active	Present	Passive
<i>We are proud of inviting you</i> (что мы вас приглашаем).	<i>We are proud of being invited by you</i> (что мы вами приглашены).	
Perfect		
<i>We are proud of having invited you</i> (что мы вас пригласили).	<i>We are proud of having been invited by you</i> (что мы были вами приглашены).	

4. If the noun or pronoun before a gerund denotes a person or other animate object, it is generally used in the possessive case; e. g. *Mother's coming home set everything to rights. It is all my sister's doing. You don't mind my mentioning it, do you? Excuse our coming so late. It was impossible to do anything without his interfering.*

But we say: *It depends on the program* (not program's) *being sanctioned by the director. It is risky to rely on trams running as if they were trains.* (The antecedent is an inanimate object.)

**Note.** The form *its* should be used with a gerund and not *it*, though the antecedent denotes an inanimate object. *Who would have imagined its being so unpleasant! I am surprised at its being over so soon. We insist on its being done well.*

5. There are some verbs which require the verb after them to be only in the gerund. H. Palmer in his "Grammar of Spoken English" gives the following list:

1) *Go on reading.* 2) *Stop smoking here.* 3) *Finish writing.* 4) *He kept on talking.* 5) *We cannot help laughing whenever we hear it.*



6) *Don't tease the child, she looks like crying.* 7) *Fancy coming so late.* 8) *Excuse my troubling you.* 9) *Do you mind my using your notes on grammar? No, I don't, but I do mind your keeping them so long.* 10) *Avoid keeping late hours.* 11) *We have done (finished) correcting the proofs.* 12) *We have postponed going to Moscow till May.* 13) *You should aim at pronouncing English words better.* 14) *Don't put off consulting your physician.* 15) *I simply insist on your consulting a physician.* 16) *The accused persisted in saying that he was not guilty.* 17) *Have you succeeded in passing your examinations?* 18) *He objects to my being here.*

**Note 1.** All verbs following a preposition must be in the *ing*-form: *I am surprised at your doing nothing.* *Are you fond of swimming?* *He was cross with me for being so late,* etc.

After the following verbs the gerund or the infinitive may be used:

1) *Begin (reading or to read), continue, like, dislike, love, intend, prefer.*

2) *I can't afford (going, or to go).*

3) *Regret (telling you, or to tell you).*

4) *Don't omit (putting a stop, or to put a stop).*

5) *Don't neglect (watering the flowers, or don't neglect to water the flowers).*

6) *I remember (going there once a year) (я помню, что я ходил туда ...).* *I remember (to go there) (я помню, что я должен пойти туда).*

7) *We stopped to drink some water. We stopped drinking.*

**Note.** In examples 6 and 7 the use of the gerund or the infinitive after the verbs gives different meanings.

**Caution.** Avoid mixing verbal nouns with gerunds. Say either: *The writing of exercises* or *writing exercises*, and not "the writing exercises" or "writing of exercises".

## § 78. Different Functions of the Gerund.

The Gerund may be used as:

1. Subject: *Teaching a foreign language requires a thorough knowledge not only of the language itself, but also of its history and literature. There is no knowing about it.*

2. Object of a Verb or Preposition: *Avoid believing everything you hear. Australia has long aimed at being independent of the British Empire. The rain prevented us from going out.*

3. Attribute (noun modifier): *The American way of pronouncing some sounds differs from the English. I shall spare you the trouble of going there.*

4. Extension (adverbial modifier): *You should see to your luggage before starting. There is much pleasure in boating on a fine day.*

5. Predicative. *Speaking without thinking is shooting without aim. Seeing is believing.*

## § 79. The Half-Gerund (Fused Participle).

*I remember you doing it. Fancy Mary meeting him. You wonder at me putting up with it. Excuse him troubling you so often. We don't like him behaving like that.*

In these examples the nouns and pronouns before the *ing*-form are in the objective case, — they are used as the direct object and the *ing*-form itself has a function intermediate between that of the present participle and the gerund. Some authors suggest for such cases the term — Half-Gerund. Some grammarians call them Fused Participles.

### Exercises.

I. Point out the verbal nouns and gerunds. Say when the gerunds are used as subject, object, object of a preposition, attribute, extension:

1) Sleeping is necessary. 2) We felt so disappointed at your having missed nearly half the program. 3) Are you dressed for going out? 4) I hate the idea of doing it once more. 5) But you don't mind being asked to help us, do you? 6) She blamed herself for having been a dull companion. 7) The singing of those beautiful folk songs impressed me greatly. 8) There is a chance of our school being moved to new premises. 9) Your having written is really no excuse for your not coming on the day fixed. 10) Such doings can hardly be explained. 11) The motor was carefully examined before starting. 12) We have just heard of our professor having been awarded the Order of Lenin. 13) The Five-Year Plan provided for a doubling of the shipping capacity of the chief ports. 14) I am very pleased to meet you after hearing so much about you. 15) It was the first time that there had ever been any question of our engineers going abroad.

II. Construct your own examples according to the models:

1) My shoes want mending. 2) I don't feel like going out on a day like this. 3) Are you used to keeping late hours? 4) It is really worth living in such an epoch as ours. 5) It is no use crying over spilt milk. 6) It is no good talking about it any longer. 7) I am tired of hearing your excuses. 8) I shall look forward to seeing you again.

## § 80. The Verbal Adjective.

*During the Civil War many of the Russian ports served as bases for the **invading** foreign armies. The **leading** organ of the Communist Party is "Pravda".*

The words *invading* and *leading* modify *armies* and *organ* as if they were adjectives proper, but at the same time they convey a special idea of continued or repeated action — "the army that invades (invaded at that time)", "the organ that leads". Thus they are Verbal Adjectives.

## § 81. The Present Participle.

*1. The new works of Soviet artists, **representing** the events of the Civil War, are now being exhibited. Ice-breakers **investigating** navigation conditions in the Gulf of Finland report that the ice is no longer firm.*

*2. a) "And that," said Mr. Pickwick, **laughing**, "will be a very long time." He advanced, **staring** straight before him.*

*b) **Greeting** the proletarians of the Gorky Plant, Comrade M. congratulated them on their Stakhanovite work.*



c) *Being exceedingly angry, she would not look at him.*

3. The man came **running** into the room—he ran into the room. She sat **smiling** all the time—she was smiling all the time.

The *ing*-form in examples 1 is used as an attribute (noun-modifier) modifying the nouns *works* and *ice-breaker*. Having the function of an adjective it at the same time takes an object as if it were a verb,—*representing the events; investigating conditions*. Thus it is half-adjective and half-verb; it participates in the qualities of an adjective, and of a verb; hence, the name Participle.

The *ing*-form in examples 2 is used as an adverbial modifier answering the questions *how, when* and *why*. Examples b) and c) may be expanded into subordinate clauses of time and reason: *When (while) Comrade M. was greeting the proletarians of the Gorky Plant, he congratulated them...* *As she was exceedingly angry, she would not look at him.*

The *ing*-form in examples 3 is a predicative expressed by the present participle, forming part of the compound verbal predicate (see § 12).

The present participle has the following forms:

Active.

Present.

Passive.

*While writing a letter, don't forget to dot your i's and cross your t's.*

*Being posted in the evening, the letter should be delivered in the morning.*

Perfect.

*Having written the letter, I went out to post it.*

*Having been posted late in the evening, the letter could not be expected before the next afternoon.*

## § 82. The Nominative Absolute Participle Construction.

The Nominative Absolute Participle Construction (Latin “absoluta” — free) is a construction in which a noun or a pronoun used with a participle (present or past) seems to be free of the rest of the sentence, i. e. it is not the subject of a finite verb, nor the object of any verb, participle or preposition. In meaning, such a construction is equivalent to adverbial clauses of time and reason: *The weather being fine, the aeroplane began its flight* (i. e. *as, or when, the weather was fine...*). *The signal being (or having been) given, the motor-cars started* (when the signal was given...). *I was obliged to use several reference books, the text being very difficult* (because the text was...). *The soil being well cultivated, we shall get good crops* (as the soil is well cultivated...).

**Note 1.** Remember that in sentences with the absolute construction we have two different subjects, the one followed by a participle, the other by a finite verb.

**Note 2.** The absolute construction with the past participle: *The plan formed, work was started at once* (as soon as the plan was formed...). *The original lost, it is difficult to make corrections* (as the original is lost ..., etc.)

**Note 3.** In some set expressions the nominative absolute participle construction is equivalent to an adverbial clause of condition. *We shall go boating to-morrow, the weather permitting.*

**Note 4.** The nominative absolute participle is sometimes equivalent to a coordinate clause. The corresponding conjunctions in Russian are: и, причем, а, но; е. г.

*The conference between the employers and the strike delegation of the English miners has broken up, no settlement having been reached* [... причем (но) соглашение не было достигнуто].

*We all went home, he remaining behind* (... а он остался).

### Exercise.

Instead of the nominative absolute construction introduce adverbial clauses:

1) You can set your mind at ease, all being well. 2) The treaty having been signed, trade was at once resumed. 3) The signal being given, work was stopped. 4) There having been no chance of escape, the thief was arrested on the spot. 5) The students having assembled, the chairman opened the meeting.

## § 83. Difficulties in the Analysis of the *Ing*-Form.

The line of demarcation between different functions of the *ing*-form being sometimes slight, students of English may experience some difficulty in classifying this form correctly.

As the syntax of the *ing*-form is closely connected with its semantics, its uses should be carefully examined.

Compare the following examples:

1. a) *The expedition started **exploring** the neighbouring mountains* (Gerund, object). b) *At last the expedition started, **exploring** all the lakes and rivers on its way* (Present Participle, adverbial).

2. a) *Adventurous navigators went **sailing** round the world in the 16th century* (Present Participle, predicative). b) *The boat went on **sailing** north* (Gerund, part of the compound verbal predicate, § 12). c) *Fish being scarce in this district, the fishermen left the place **sailing** north* (Present Participle, adverbial modifier).

3. a) *You should not keep people **waiting*** (Present Participle, objective predicative). b) *Why do you keep on **waiting**?* You may go! (Gerund, part of the compound verbal predicate).

4. a) ***Running short** of supplies, our expedition was delayed for some time* (Present Participle, adverbial modifier). b) *Our expedition **running short** of supplies, it was delayed for some time.* (Nominative Absolute Participle Construction adverbial modifier of reason). c) *The great danger of **running short** of supplies caused the expedition to halt for some time* (Gerund, attribute). d) *There was a great danger of the expedition **running short** of supplies* (Half-Gerund or Fused Participle, attribute).

5. *Primitive man was a **being** whom we can only imagine* (Noun, predicative).

6. a) *I am always touched at the sight of a **weeping** child* (Verbal Adjective, attribute). b) *A **singing** bird* (певчая птица) *rarely sings in captivity* (Compound Noun, noun + participle = a bird which sings). c) *I have bought a new **writing** table* (Compound Noun, noun + gerund = a table for writing).

Note the stress in the compound nouns: a 'reading-hall; a 'flying machine; a 'walking-stick. What do these compound nouns consist of?



### Exercises.

I. Analyse the *ing*-form in each of the following sentences [verbal noun, gerund (half-gerund), verbal adjective, present participle, absolute construction]:

1) I have bought a new reading lamp. 2) Travelling is a pleasant way of improving one's education. 3) Every trust arranges for the marketing of its products. 4) Asking you for help is useless. 5) Happily we escaped being delayed on our way. 6) Being visited by many tourists, Peterhof is rapidly gaining in popularity. 7) The main principle underlying this change is to be taken into consideration. 8) The driving wheel of the machine is broken. 9) Driving in a motor-car, we passed many villages. 10) There is every chance of our students passing their examinations well. 11) Having been knocked down by a passing car, the poor man was at once taken to the hospital. 12) You don't know what you miss, not having the desire to listen to good music. 13) Mr. Pickwick's mouth and chin having been hastily enveloped in a large shawl, his hat having been put on his head and his greatcoat thrown over his arm, he replied in the affirmative. 14) There are many discoveries being made all over the world. 15) It having been decided that they should not go out on account of the weather, the members of the party were busy writing up their notes. 16) Seeing this man, I recollected perfectly having met him many years before. 17) It seems that she can't live without continually scolding her children for being naughty. 18) Little Vera and Mary came from the Children's Home looking fresh and rosy. 19) An agreement, providing for an increase in trade, was made between the Soviet Union and Bulgaria. 20) We are studying the "Short Course in the History of the CPSU (B)", setting forth the teachings of Marx, Engels, Lenin, Stalin. 21) The Soviet Government stretched out a fraternal helping hand to the suppressed and oppressed peoples of Western Ukraine and Western Byelorussia. 22) In celebrating the 125th anniversary of the birth of M. J. Lermontov, the people of the Soviet Union are honouring a great Russian classical poet, who has enriched world literature.

II. Complete the following sentences by using the gerund or the infinitive:

1) When did you give up ... ? 2) In summer we all enjoy ... 3) I have so much work, can't you stop ... ? 4) As the programs are not quite ready, it is better to postpone ... 5) When do you intend ... ? 6) As nobody interrupted me, I continued ... 7) On rainy days we all prefer ... 8) Since you don't feel well, avoid ... 9) It is rather late; is it worth while ... ? 10) The room looked so attractive that we could not help ...

III. Change the following complex sentences into simple ones by using the gerund:

1) I am told that you are exceedingly busy. 2) Do you mind if I smoke here? 3) Will you object if I close the door? 4) I am sure that you did it. 5) My teacher insists that I should read aloud every day. 6) Will Mary have anything against it if I take her umbrella for some time? 7) I remember that I have seen this picture somewhere. 8) That you are against X's proposal is no reason why I should not accept it. 9) You will never learn your mistakes if you do not write them out. 10) The fact that you took English lessons some years ago helps you in your studies now.

IV. Change the following complex sentences into simple ones by using the present participle:

1) After I had written this exercise, I began to doubt whether it was correct. 2) Take care when you cross the street. 3) Students should always be attentive while they are at lectures. 4) There are many students who study music. 5) Did you not feel tired after you had walked so much?

V. Change the following complex sentences into simple ones by using the absolute construction:

1) If the weather permits, there will be a great festival in the Park of Culture and Rest. 2) As the water was very cold, there were no bathers on the beach. 3) As there were no objections, the resolution was carried. 4) When the sun had set, we were obliged to stop. 5) As the meeting was fixed for 5 o'clock, we finished our work a little earlier.

VI. Translate into English, using gerunds:

1) Вы улучшаете знания чтением книг. 2) Все знают о том, что вы очень много работаете. 3) Это было так остроумно, что никто не мог удержаться от смеха. 4) Мы стремимся к выполнению наших планов. 5) Я узнала, что он в Ленинграде. 6) Извините, что я заставил вас ждать. 7) Она знает, что я живу в Ленинграде, но она не знает о том, что я жил в Москве. 8) Извините, что я вас так часто беспокою. 9) Мы предпочитали остаться дома, нежели идти в театр. 10) Пожалуйста, не настанвайте на том, чтобы я бросила музыку. 11) Вы ничего не будете иметь против, если я погашу свет? 12) Не откладывайте повторение материала до последнего дня перед зачетом.



## PART IV.

# SYNTAX OF THE COMPLEX AND COMPOUND SENTENCES.

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### CHAPTER XIV.

#### CONNECTIVES.

Read the following sentences, noting the words which connect the clauses:

I. a) *We work **and** we learn.* b) *You will succeed **because** you work hard.*

II. a) *Here is the man **whom** we met yesterday.* b) *Do you know **who** this man is?*

III. a) *I cannot understand **how** you can do it.* b) *My work is ready at last, **yet** I should like to look it through once more.*

#### § 84. Kinds of Connectives.

These examples show that clauses are not necessarily joined only by conjunctions; in fact, any part of speech which serves this purpose is a **Connective**.

Thus, connectives consist of:

- 1) Conjunctions: co-ordinating and subordinating (examples I a, b).
- 2) Pronouns: relative and interrogative (examples II a, b).
- 3) Adverbs (examples III a, b).

#### § 85. Classification and Use of Connectives (Co-ordinating and Subordinating).

Connectives are usually divided according to their use into two main classes:

1. **Co-ordinating Connectives:** which serve to join clauses of the same importance, thus forming **Compound Sentences**. Coordinating connectives consist of:

a) Co-ordinating conjunctions proper, which are, in fact, very few in number: *and, but, or, nor, for*, all the others being subordinating; e. g. *I can go, **but** I would rather stay at home. Will you post this letter, **or** shall I do it? These people will fight to the end, **for** they are Bolsheviks.*

**Note.** Conjunctions may also join words: *We were given plain **but** very wholesome food. One **and** three make four.*

b) The following correlatives (i. e. conjunctions that go in pairs) and conjunctional phrases: *either—or; neither—nor; not only—but also; both—and; as well as*; e. g. **Both climbing and bathing are very pleasant exercises. Either bathing or climbing will make you thin.** (See § 88, Caution, Sentences with homogeneous members.)

c) The following adverbs, which are also used as co-ordinating conjunctions for introducing co-ordinate clauses (they are called adverbial conjunctions): *only, then, so, yet, still, therefore, nevertheless, moreover, hence, however*; e. g. *It is late, so let us be going. It is early, yet I must get up.*

2. Subordinating Connectives: which join a dependent clause to a principal, thus forming Complex Sentences. Subordinating connectives consist of:

a) Subordinating conjunctions proper; e. g. *if (если), if (whether) (ли), unless, provided (that), because, as, since, lest, though, until, after, whereas*, etc. (See § 95, Adverbial Clauses); e. g. **If he comes, ask him about it. Ask if he comes here every day. Since you are wrong, why don't you admit it?**

b) Correlatives and conjunctional phrases: *hardly—when; no sooner—than; whether—or; as if; as long as; as soon as; in order to*; e. g. **We shall work as long as we are able.**

c) Adverbial conjunctions: *where, when, how, why, directly*; e. g. **Do you know where she has been all the time?**

d) Relative conjunctions: *who, which, what, that, as*; e. g. **Ask which room to take. Here is the book which I have been wanting to read.**

**Note 1.** *Here is the book I have been wanting to read* (the relative pronoun is omitted).

**Note 2.** The same connective may have a co-ordinating and a subordinating function, the meaning being changed accordingly. 1) *English as well as German is extensively taught all over the Union* (co-ordinating). *You understand English as well as I do* (subordinating of comparison: *as ... as*). 2) *We appreciate our teacher's correcting the mistakes we make, however, we do not always like it* (co-ordinating). *However tired I may get towards the end of the day, I always read a page or two in English* (subordinating). *While he was a severe teacher, he was a just one* (co-ordinating). *While he slept, the fire went out* (subordinating).

### Exercises.

I. Fill in the spaces with appropriate connectives, stating the kind (co-ordinating or subordinating):

1) I don't remember where I have read it ... in Dickens ... in Thackeray. 2) ... this book is extremely difficult, I read it with interest. 3) The enemy slightly damaged the railroad, ... did not succeed in cutting the telegraph. 4) ... the tourists were without provisions, they had to break camp. 5) Put your money into your pocket ... it should be stolen. 6) Bring me a cup of tea ... a glass of water. 7) Many people advised him not to go mountaineering because of his weak heart, ... he did it. 8) We shall go boating ... the weather is fine. 9) Do you know ... the library is open in the evening? 10) You can read any English books ... you have a large working vocabulary ... know English grammar. 11) I shall stay here ... he returns. 12) You do not work much, ... you get thinner every day. 13) Arrow-root was used for



a very long time by native American Indians to counteract the effects of wounds from poisoned arrows; ... its name. 14) They acted ... people usually act under such conditions. 15) This building looks ... it were just repaired. 16) Our group studies German, ... the parallel group studies English. 17) Everything is over, ... we can go home. 18) Let me ask you ... you did it (in what manner). 19) Do whatever you like, ... leave me in peace. 20) ... difficult this work may turn out, I shall do it well.

II. Insert in each blank the proper conjunction:

a) *Since, after.* 1) I have been very busy ... I saw you last. 2) This happened ... the Revolution was over.

b) *When, while.* (Note that *when* chiefly means *at the time that*; *while* — *during*.) 1) Each tourist took his turn at watching ... the others slept. 2) ... the tram stops, we shall get off.

c) *As, because, for, since.* (Note: *because* refers to the cause, *for* to the reason of a fact or action stated.) 1) It is dark, ... the moon is behind the clouds. 2) It is going to rain, ... the barometer is falling. 3) ... you wish it, I shall do it, though I am against it. 4) Let us go for a walk, ... it has stopped raining. 5) The sun must have risen, ... it is quite light.

III. Translate into English:

1) И моя сестра и мой брат очень рады вас видеть. 2) Моя сестра, так же как и мой брат, очень рады вас видеть. 3) Строится много школ не только в больших городах, но и в колхозах. 4) Вы не можете читать ни английских газет, ни книг, если вы не знаете английской грамматики. 5) Спросите, готовы ли программы. 6) Я просила вас остаться дома до тех пор, пока я не приду домой. 7) Запишите это правило, чтобы не забыть. 8) Я не смогу открыть окно, если вы мне не поможете. 9) Раз это так, мы ничего не можем сделать. 10) Это можно легко сделать, если только все будет приготовлено заранее.

## CHAPTER XV.

### PRONOUNS (RELATIVE AND INTERROGATIVE).

#### § 86. Interrogatives (Pronouns, Adjectives).

1. *Who has just come in? Who lives in the next room? Who is this man?* (somebody inquires about the name or parentage of some person).

2. *What is this man? What is her husband? What is this girl?* (somebody asks after his or her calling or social status).

**Note.** The difference between *Who is the man?* and *What is the man?* is not strictly observed. *Who is her husband?* — *He is a teacher*, is generally used.

3. *Which is the man you have just spoken about? Which would you like, coffee or tea?* (selects from a limited number).

Compare: a) *Who was the inventor and what was the instrument he invented?* (implies that we are in complete ignorance as to both facts).

**Which** is the inventor and **which** instrument did he invent? (implies that two or more particular persons are considered and that the inventor is supposed to have invented one of the two or more particular instruments). b) In **which** room shall we have our lessons? We shall have them in room No. 5. **What** is this room? A classroom. c) **Which (what)** book have you read lately? I have read "The Son of the Sun" (information is wanted about the name of something). **What** books are there in this library? There are French and English books (the sort of books).

**Note 1.** Each, which, imply a definite, limited number. Every, who, what are vague, unlimited.

**Note 2.** Avoid the common Russian errors: "How is it called?" "How do you think?" "How to say?" instead of: **What** is it called? **What** do you think? **What** shall I say? Compare: **What** do you call your dog? I call her Jolly. **How** do you call your dog? Softly (manner).

### Exercises.

I. Fill in the spaces with *who, what, which, whom, whose*; give suitable answers:

1) ... do we call the meat of sheep? 2) ... is beer? 3) ... does water become when it freezes? 4) ... is the street in which you live called? 5) Man has domesticated several animals; ... is the most useful? 6) ... is the colour of corn before it is ripe? 7) May is the fifth month, ... is the third? 8) ... time is it now? 9) ... gives you lessons? 10) ... day is it to-day? 11) With ... part of the hand do you hold a pen? 12) ... do you ask if you have some difficulties? 13) ... advice do you generally follow? 14) ... book do you prefer of those read last year? 15) ... tram will you take? 16) ... way shall we turn?

II. Write the following sentences in the form of a question, using the correct interrogative (pronoun or adjective):

1) We study French at the institute. 2) Comrade X. is helping me. 3) He is an artist. 4) It is their room. 5) It is called a hand. 6) This is the right one. 7) If you offer me cocoa or coffee, I should prefer some cocoa. 8) We shall have our lesson in room 3. 9) June, July and August are summer months. 10) The first month is called January. 11) I call my cat Pussy. 12) John is the stronger of the two boys.

III. Rewrite the following sentences placing the preposition after the verb:

1) On what do you write? 2) With what do you eat soup? 3) On what does he lecture? 4) From what does the daylight come? 5) About whom are you speaking?

## § 87. Relative Pronouns.

The following rules must be observed regarding Relative Pronouns.

I. The forms *who, whose, whom* are used in reference to persons only: *The American engineer **who** works at our laboratory can speak Russian fairly well. The worker **whose** new invention has just been accepted is an old party member. This is the man **whom** I gave English lessons to a few years ago.*

II. The form *which* (both nominative and objective) is used for animals and inanimate objects: *A cow **which** is not properly looked after gives bad milk. The grammar-book **which** we use is difficult to get.*



**Note 1.** If we endow animals with human feelings or mention their names, we use *who* instead of *which* and *he* or *she* instead of *it*; e. g. *The dog whom I pet understands every word you say. She is a very clever dog. My horse Joy, who has broken his leg, is in great pain.*

**Note 2.** Remember the noun of multitude: *The Government who have agreed ...*. The collective noun: *The Government which has done much good ...* (See § 38).

III. *Whose* or *of which*. As a rule *whose* is used in reference to persons, *of which* — to inanimate things: *The Professor whose lectures we attend has suddenly fallen ill. There was the town, the lights of which were already to be seen through the trees.*

**Note.** *Whose* may refer to inanimate things sometimes: *There was the town, whose lights were already to be seen through the trees.*

IV. *That* is often used as a relative for *who*, *whom*, and *which* (never for *whose*), when these relatives are used in a restrictive sense, i. e. when the clause introduced describes the antecedent as an adjective does; e. g. *Each made a list of the books that (which) were required* (not *books* generally, but *books* as defined by the *that*-clause). *I am the man that (who) called to see you yesterday*; *man* is limited or restricted by the *that*-clause as by an adjective. In this case the relative pronoun is used in a restrictive sense.

V. Contrast the foregoing sentences with the following: *I always buy the latest books, which I read with interest.* The clause: *which I read with interest*, does not limit or restrict *the latest books*, but simply continues the information about them. The sentence may be rewritten: *I always buy the latest books and I read them with interest. My mother, who is very ill at present, cannot go to the country.* In these cases the relative pronoun is used in a Continuative non-restrictive sense.

*That* is always restrictive; *who* and *which* are continuative as well as restrictive.

VI. *That* is regularly found in the following instances:

a) After a superlative in such sentences as: *This is the greatest power plant that has ever been constructed.*

b) After *only*: *That is the only book of Shaw's that I have read.*

c) After *any*: *Any paper that you have will do.*

d) After negatives: *In our country there is not one hero that has not received an award.*

e) *That* is used when one of the antecedents answers the question *who* and the other *which*: *I wrote about the people and towns that I saw on my way.*

The relative pronoun is frequently omitted, if there is an objective relation: *This is the paper (that) you need. This is the kind of weather (that) I hate.*

VII. The word *as* is used in place of *who* and *which* after the adjectives *such* and *same*: *This is not such weather as I expected. Our duties are not the same as yours.*

VIII. *Which* refers to a sentence (Russian 'что'). *It was hot and sultry, which is rare in a Leningrad May. They offered me a hot bath, which was very pleasant after a tiring journey.*

Note the presence of the comma before the relative pronoun *which*, used in a continuative sense. In such cases the sentences are compound.

### Exercises.

I. In the following sentences say which of the pronouns introduce restrictive and which introduce non-restrictive clauses:

1) Good workers whose daily work shows improvement are given premiums. 2) I enjoyed walking in the old park that still surrounds the former manor-house. 3) Caesar, who was a great Roman military chief, brought back to Rome a formula that has revolutionized the world; it was the formula for making soap. 4) My father, who is over sixty, does not look his age. 5) This is the man whom we met yesterday.

II. Insert appropriate relatives, and put in the proper punctuation:

1) My youngest daughter ... was born in the South cannot bear the northern climate. 2) All ... is written here is true. 3) I like horses ... legs are long and slender. 4) The river ... flows through London is called the Thames. 5) Such a talent ... Beethoven's will always be admired. 6) The buildings and the people ... he saw abroad seemed so strange. 7) He is the most impartial critic ... could be found. 8) There is not a single scientific worker at our institute ... does not know at least two foreign languages. 9) This is not such an answer ... we expected. 10) This is not the same road ... we passed an hour ago. 11) A heavy stone fell on the man ... was killed on the spot. 12) Is this the best room ... you can offer me? 13) The same sun ... shone yesterday is shining now, but what a difference in the temperature! 14) All ... learn English must have special training in phonetics. 15) Any student ... works much can get on well with his English. 16) Most houses are lighted by electricity ... is more convenient as well as cheaper.

## CHAPTER XVI.

### THE SENTENCE IN COMPOSITION.

#### § 88. The Compound Sentence.

A Compound Sentence consists of two or more syntactically equal or independent simple sentences co-ordinated with each other (parataxis). From the formal point of view the members of such compound sentences, called co-ordinated clauses, may be linked: a) by means of co-ordinating connectives; b) *asyndetically*, i. e. without a formal connecting link; e. g.

a) *Hong-Kong is a fine harbour, and at the same time it is an important coaling station. The total area of the British possessions in North America is about equal to that of the United States, including Alaska, but the population (8,788,500) is only one-twelfth as large.*

b) *I came, I saw, I conquered.*

*The way was long; the wind was cold.*

*The minstrel was infirm and old.*

*The harp, his sole remaining joy,*

*Was carried by an orphan boy.*

(Scott).

**Note.** Asyndetic co-ordination (asyndetic parataxis) is older than co-ordination by means of connectives. It is usual in poetry imitating old ballads (see examples above, b). It is sometimes used in prose, in descriptions, to make the picture more impressive.



From the point of view of their logical interrelation we can observe four main kinds of co-ordinate clauses:

1. Copulative: merely coupled together; e. g. *Not only the mother, but also the children were sick. I have promised to go; I am going to do it, too.*

2. Disjunctive: linked together by connectives which disjoin their meaning; e. g. *The man could not be in his right senses, else he would not make such wild statements.*

3. Adversative: opposed or contrasted in meaning; e. g. *The expression is ungrammatical; all the same it is a part of the common tongue.*

4. Causative-consecutive, in which one assertion is the cause, and the other the effect of that cause; e. g. *Telegraphic cables, laid on the sea-bottom, connect all the continents; thus information can be sent instantly to distant countries.*

#### Co-ordinating Connectives:

Copulative	Disjunctive	Adversative	Causative-consecutive
and	either — or	but	therefore
so	neither — nor	on the other hand	thereupon
as well as	otherwise	nevertheless	consequently
both — and	else	notwithstanding	accordingly
moreover	or else	on the contrary	for
further		only	so
likewise		yet	and so
besides		still	hence
too		however	then
		all the same	thus
		whereas	whence
		while	on that account
			for that reason

**Caution.** Compound sentences should be distinguished from simple sentences with homogeneous members which may have:

a) Co-ordinated subjects: *Either he or I must go. The sun as well as the moon is a planet. Grapes and flax are grown in every part of France.*

b) Predicates and predicatives (finite verbs, parts of compound nominals, and compound verbal predicates): *Nearly all the rivers in Europe have been rendered navigable and are connected by canals with neighbouring systems. All the debts have been or will be paid. He is small but strong. The Prime Minister was at once detested and despised. The book is both agreeable and instructive.*

c) Co-ordinated objects: *Take this, and my very best thanks too. Nobody knows either him or his family.*

d) Co-ordinated adverbials: *I can get no rest by night or by day. Come to see me not only to-day, but to-morrow too.*

### Exercise.

Which of the following sentences are compound and which are simple with homogeneous members; define the kinds of co-ordinated clauses:

- 1) I have never spoken or written to him.
- 2) First think, then act.
- 3) A smile came into Mr. Pickwick's face, the smile extended into a laugh, the laugh into a roar; the roar became general.
- 4) Winter came, and with it weeks of cold and heavy rain.
- 5) The rain has been very heavy, therefore the roads are muddy.
- 6) I want to go very much, still I do not care to go out in the rain.
- 7) The thing had to be done; accordingly we did it.
- 8) I will not do it, nor consider it.
- 9) The river was in flood, for a great deal of rain had fallen overnight.
- 10) Not only did you come late, but you forgot to bring the books and kept the whole class waiting.

## § 89. The Complex Sentence.

A Complex Sentence consists of one leading element of the sentence, called the Principal Clause, and one or more dependent elements, called Subordinate Clauses.

Subordinate clauses stand in different combinations with the principal clause and among themselves:

1. They may form a group of which each member is directly connected with the principal clause; e. g. *If you can, make haste, because it is getting late.*

2. Two or more subordinate clauses may form a closer group, one serving as the principal clause of the group (this is called subordination to subordination); e. g. *In a few weeks Milly was as active as ever, though watchful eyes might have seen that activity was not easy to her* (the second subordinate clause is subordinate to the first).

3. Subordinate clauses of like rank may be co-ordinated with each other; e. g. *Man has domesticated those animals which are useful as beasts of burden or which serve to supply him with materials for food and clothing* (two co-ordinated attributive clauses to the noun *beasts*). *"The title so delighted Mr. Smell that he doubled his daughter's allowance and, dying himself soon after, left a great fortune to her"* (two co-ordinated adverbial clauses of result modifying the finite verb of the principal clause *delighted*).

Just as in the case of a compound sentence, the members of a complex sentence may be linked together: a) by means of connectives, — subordinating connectives, and b) asyndetically. Both types are equally common in Modern English and neither should be looked upon as a deviation from a regular type, although asyndetic subordination (asyndetic hypotaxis) is, as a rule, more frequent in spoken English, and is regular in old proverbs.

Examples of asyndetic subordination: *He said he thought he would like to have a look at the picture. The man you see over there is my old friend.*

**Note.** Observe that the following sentences represent formal co-ordination (parataxis) but logical subordination (hypotaxis): *Do it, you will never regret it* (if you do...). *Lie down at once, you look very tired* (cause).

Such logical hypotaxis is common in old sayings and proverbs: *Out of sight, out of mind. Borrow — sorrow. The sooner — the better.*



## § 90. Classification of Subordinate Clauses.

With regard to the functions of Subordinate Clauses it is evident that these are generally parallel to, but not always identical with the functions of the elements of a simple sentence; accordingly, we distinguish: subject clauses, object clauses, predicative clauses, attributive clauses and adverbial clauses.

**Note.** One should always bear in mind that subordinate clauses developed from co-ordinate clauses, and not from the elements of a simple sentence.

## § 91. Subject Clauses.

Subject Clauses perform the function of a subject to the predicate of the principal clause; they are introduced by the following connectives: *that, what, who, whoever, whatever; e. g. That you approve of the plan satisfies me. What he says goes. What I required was something cheap and small. Whoever has said it is no friend of mine.*

The peculiarity of these sentences is that the principal clause has no subject, the subordinate clause serving as such.

It is usually supposed that English also has subject clauses following the principal clause (sentences with the introductory *it*): *It is desirable that everybody should be present. It is certain that he does not want to come. It is supposed that everybody should be present at the meeting. It is known that ancient Egyptians knew mathematics very well.*

The clauses in the last examples may also be considered as object clauses.

## § 92. Object Clauses.

Object Clauses serve as objects to verbs, adjectives or prepositions (non-prepositional and prepositional object clauses). Connectives introducing object clauses are as follows: *that, what, who (whose, whom), whether, if, where, when, how, why, etc. We decided that you should stay with us. May I inquire what you have done? I am sorry to say that I don't feel well to-day. I am sure that he will support me. Are you sure of what you say. I am curious as to what he will say.*

**Note 1.** Indirect speech is always hypotaxis, i. e. subordination, with object clauses: *Ask how far it is. He said he was ill.* Direct speech is always parataxis, i. e. co-ordination.<sup>1</sup>

Thus, in the following sentences we have parataxis: *Tell me, who is it? "Yes, I did," said Philip, still embarrassed.*

**Note 2.** Object clauses in indirect speech should not be confused with parenthetical and appended clauses which are not in any way grammatically connected with the rest of the sentence.

A sentence with a parenthetical or appended clause should be analysed as a simple sentence:

a) parenthetical clauses: *This, I think, is quite wrong. You are, I suppose, of the same opinion;*

b) appended clauses (added to the end of the sentence). *This is quite wrong, I think. He is away, I suppose,*

**Note 3.** Asyndetic hypotaxis of object clauses (without *that*) is preferred in conversation and easy literary prose, and is especially frequent after such verbs

<sup>1</sup> Jespersen, Modern English Grammar, v. III, p. 33.

as: — *say, hear, think, believe, suppose, imagine, understand, see, remember, know, presume.* That is absolutely impossible in such sentences as: — *I wish he'd come; It is time we went; I'd rather you went to-morrow.* That is usual with: *agree, assert, assume, state, learn, suggest, maintain,* etc.

**Note 4.** Object clauses are sometimes preceded by the introductory object *it*: *See to it that the door is locked. Rely on it that I shall come.*

**Note 5.** No comma separates the subject or the object clause from the principal clause.

### § 93. Predicative Clauses.

A Predicative Clause performs the function of a predicate noun or adjective (predicatives).

The Predicative Clause is introduced by: *who, what, why, as, where, when, that,* etc.: *The decision was that he should remain at his work. That is where they live. Now is when I need him most. It seems that they are quite indifferent to you.*

**Note.** It is sometimes difficult to determine whether a clause is a subject clause or a predicative clause. Note that the same difficulty arises in the case of a simple sentence, where a word or phrase may be the subject or the predicate. *The highest mountain in the world is Everest. The best thing is that they like their work.*

Should we consider the elements standing before the copula as subjects or predicatives? They may be both, but as they stand in the pre-verbal position, it is better to consider them as subjects.

#### Exercise.

Point out the subject, object and predicative clauses.

1) What you told me is quite wrong. 2) That the earth is round is now an undisputed fact. 3) The brigadier knows when each worker does his work well. 4) This is what I say. 5) Don't laugh at what I say. 6) It is very unfortunate that you cannot come. 7) What is really needed is a good conversation-book. 8) We talked of what he would do. 9) We found it impossible that she should stay there alone. 10) It was only after ten o'clock that we went home.

### § 94. Attributive Clauses.

An Attributive Clause performs the function of an adjective modifying some noun or pronoun in the principal clause. There are two classes of attributive clauses:

1. Attributive Relative Clauses introduced by the relative pronouns and adverbs: — *who, which, that, whose, whom, what, as, when, where, but;*

2. Attributive Noun Clauses introduced by: — *that, how, why, what, whether (if).*

Attributive Relative Clauses:

*Only those who have seen a glacier can realize its beauty. The forest that we passed was dark and gloomy. He is not such a simpleton as we thought him to be. It happened on the day when he left us.* (Compare with an adverbial of time: *I lie down when I am tired*). *The house where we live is quite new* (the house in which we live). (Com-



pare with an adverbial of place: *We left him where he was*). *There was nobody but pitied him* (who did not). (The use of *but* as a relative pronoun is not very frequent.)

**Note 1.** Observe the frequent use of asyndetic connection of relative clauses in spoken English and easy prose: *Is there anything you want? Here is the book I am reading. He is not the man he once was. The house we live in has over two hundred flats.*

**Note 2.** Remember that sentences with continuative relative clauses are complex in form, but compound in meaning; e. g. *I told it to my brother, who (and he) told it to his wife. By four o'clock it grew cold, which was quite unexpected.* See § 87, IV, V, VIII, Restrictive and non-restrictive use of relative pronouns.

#### Attributive Noun Clauses:

a) *I have no idea why he wants to see me. The question often comes to my mind how my poor old father is getting on. Does he take any interest in what you are doing? His explanation of how this is to be done is quite clear. Your objection to what I am doing has no ground at all.*

(The subordinate clauses in the last three examples may also be considered as object-clauses to nouns of a verbal nature.)

b) Attributive noun-clauses may also serve as apposition; e. g. *The fact that this book is entirely sold out speaks in its favour. The news that he is ill worries me. There is very little hope that he will ever recover.*

**Caution.** Attributive relative clauses should not be confused with attributive noun-clauses (appositional clauses).

*The fact that you have just mentioned is surprising* ('который' — attributive relative). *The fact that you are here is surprising* ('тот факт, что...' — attributive appositional).

*That* is never omitted before appositional clauses.

**Note.** No comma, as a rule, separates the attributive clause from the principal clause, especially when introduced by *that*; however, a comma is used before a continuative relative clause.

#### Exercises.

I. Point out the attributive clauses in the following:

1) I often think of the day which I spent with you. 2) For the workers, who produce all the wealth, capitalist rationalization means increased wage cuts, greater unemployment, and a shorter life. 3) Western tourism, which remains out of the reach of the broad working masses, is quite different from our proletarian tourism. 4) Such books as you have just recommended are really useful. 5) It is all he could do. 6) There is no doubt that everything will be all right. 7) Can you mention anyone we know? 8) The rumour that there was an avalanche has proved false.

II. Change the following simple sentences into complex sentences by introducing attributive clauses:

1) Books published by the State Publishing House are sent all over the Union. 2) The veil worn by women in Central Asia before the Revolution symbolized their slavery. 3) Socialist competition introduced all over the Union has given a great impetus to production.

## § 95. Adverbial Clauses.

An Adverbial Clause does the work of an adverb and may therefore modify a verb, adjective or adverb in the principal clause. According to their meaning adverbial clauses are divided into clauses of time, place, cause, purpose, condition, result, concession, manner, comparison, restriction or extent.

This classification is by no means exhaustive.

1. *When the cat's away, the mice will play* (time, modifying *will play*). *The moment I saw him I recognized him* (When did I recognize him?)

Caution. Adverbials of the type: *The moment I saw him*, should not be confused with attribute relatives of the type: *The day on which he arrived was dark and gloomy!* (What day was dark and gloomy?)

2. *She works where I worked a few days ago* (place, modifying *works*).

3. *I came home late because I had walked the whole way* (cause, modifying *came*). *Since you have nothing else to do, do come to see us.*

4. *Ride slowly that we may admire the beautiful scenery* (purpose, modifying *ride*).

5. *If the meeting takes place, I shall come home late* (condition, modifying *shall come*). *We don't care provided we have books to read.*

6. *You speak so quickly that we cannot understand you* (result, modifying *quickly*).

7. *Though we are busy, we read English every day* (concession).

8. *We act as we think fit* (manner).

9. *This part of grammar is as difficult as it is important* (comparison, modifying *is difficult*). *The sun shines as if it were summer.*

10. *As far as I can judge this book is good* (restriction or extent, modifying *is good*). *The days grow longer as spring approaches* (no меpe тогo как).

Thus we have ten classes of Adverbial Clauses, introduced by the following connectives:

Time. (temporal)	Place. (local)	Cause. (causal)	Purpose.
when	where	because	that
till, until	as	as	in order that
before	wherever	since	lest
after			
as	Condition.	Result.	Concession
as long as	if	that	with "so" though
as soon as	unless	and	"such" (in notwithstanding
while	provided		the principal even if
since	in case		clause) even though
now that	on condition		however
as often as		Manner.	whatever
scarcely — when		as	whether — or
no sooner — than		just as	for all that
whenever			



**Comparison.**  
 (as with *so*, or *as*  
 in the principal clause)  
 than  
 not less than  
 as if  
 as though

**Restriction or extent.**  
 as far as  
 so far as  
 as  
 besides that  
 in addition to the fact  
 at the same time that  
 apart from the fact that

**Note 1.** Adverbial clauses are very often elliptical. The subject and the link-verb *be* are often understood after the conjunctions: *though, when, till, if*; e. g. *Though much surprised at what was going on, he kept silent. If necessary, everybody will come. The letter will be here till called for. When a boy, he was very good at sports.* Remember also elliptical sentences of comparison: *He sings better than I (do). She plays with him as a cat (plays) with a mouse.*

**Note 2.** Adverbial clauses are usually separated from principal clauses by a comma, if they stand first; e. g. *Though copper does not rust like iron, it does lose its brilliant red colour when it is exposed to the air.*

### Special Difficulties in the Analysis of Adverbial Clauses.

1. One and the same connective may introduce different clauses.

Clauses which are liable to be confused are as follows:

1. Cause and result. *Open the window so that we may enjoy the sunlight* (purpose). *He opened the window so that we saw what was going on* (result).

2. Manner, comparison: *Come just as you are, don't dress* (manner). *The others felt exactly as he felt* (comparison).

3. Time, place and extent: *You will see the beautiful statue as you enter the hall* (time). *The house stands just in front of you as you cross the bridge* (place). *The days grow colder as winter approaches* (extent).

### Exercises.

1. Point out the principal and adverbial clauses in the following and state what they express:

1) When I arrived at the station, the train was just leaving. 2) I left early, because I had to do some shopping. 3) We have done our work as well as could be expected. 4) As the output of the worker increases in the Soviet Union, his wage also increases. 5) When the continuous working day was introduced in 35 Donetsk coal mines, their total output increased 35%, while the labour force increased 12%. 6) Wait till we have done our work. 7) Unless you lend me some money, I cannot go to the South. 8) The teacher speaks slowly that his pupils may be able to understand. 9) Though he has been living in the U.S.S.R. for two years, he speaks Russian badly. 10) Since he did not come, I left without seeing him. 11) We have been building socialism since the Proletarian Revolution took place. 12) I cannot do this exercise, as I don't understand this rule. 13) You will see a beautiful village as you ascend this mountain. 14) We live as many other people live. 15) Leningrad is such a beautiful town that nobody can help admiring it. 16) Open the window that we may get some fresh air.

II. Change the following simple sentences into complex sentences by introducing different adverbial clauses:

1) I come here to learn. 2) Having explored the region, the expedition started north. 3) We always admire the mountains at sunrise. 4) The work coming to an end, the expedition moved to another place.

III. Analyse the following complex sentences into clauses: subject, object, predicative, attributive, adverbial, and punctuate accordingly:

1) That a man should work is a law of life. 2) It was estimated that the continuous working day would result in a 25% increase of output. 3) The working class abroad is discovering what capitalist rationalization means. 4) Capitalist industry is in constant danger of producing "too much", because labour is paid so little that it can buy only a small portion of what it produces. 5) This is what can be said about it. 6) If electrification was a necessity for the re-establishment of our national economy, it became a still greater necessity for its radical reconstruction. 7) A good writer makes a thing real to us when he describes it, because he pictures it as he sees it. 8) In spite of the great difficulties under which we do our work of building, the whole world is forced to admit that our achievements are great. 9) I have come in order that you may tell me what is wrong with this work. 10) Ask if the meeting is over. 11) Let us go home if the meeting is over. 12) No such thing as you expect will ever happen.

IV. Combine the following sets of simple sentences into complex sentences, stating the kind of subordinate clauses introduced:

1. a) The river was in flood. b) Heavy rains had fallen. c) Heavy rains always come at that time of the year.

2. a) He worked hard in school. b) He did not like it. c) He preferred life in the open air. d) Life in the open air appealed to him.

3. a) You want the book. b) I have just bought it. c) I can lend it to you for some time.

4. a) The engineer studied the problem. b) The problem was an important one. c) It concerned the safety of the shop.

V. Analyse the following sentences into clauses:

1) I know the time when you generally go home. 2) I know when you go home. 3) When I go home, I never take the tram.

VI. Construct complex sentences consisting of the following clauses:

1) Principal Clause + Object Clause. 2) Subject Clause + Principal Clause. 3) Principal Clause + Adverbial Clause of Condition + Attributive Clause. 4) Principal Clause + Adverbial Clause of Concession (beginning with *though*) + Object Clause. 5) Principal Clause + Predicative + Adverbial of time.

## § 96. The Compound-Complex Sentence.

Any or every one of the principal clauses which are joined to form the compound sentence may be modified by a subordinate clause. A compound sentence that contains one or more complex members is called a Compound-Complex sentence; e. g. *Electricity sometimes moves and*



# ANALYSIS OF SENTENCES

In Tabular Form.

*A bar of iron is not the solid thing that it seems, but it is made up of an enormous number of extremely small pieces.*

The Clause	Kind of Clause	Connective	Subject with Attribute	Finite Verb	Object with Attribute	Predicative	Adverbial Modifiers
A. A bar of iron is not the solid thing	Principal Clause	...	a bar of iron	is not	...	the solid thing	...
B. that it seems	Attributive Clause to thing	that	it	seems	...	...	...
C. but it is made up of an enormous number of extremely small pieces	Co-ordinate to A.	but	it	is made up	of an enormous number of extremely small pieces	...	...

*sometimes stands still, and the properties of electricity when it is moving are very different from those of electricity when it is at rest.*

The first co-ordinate part: *Electricity sometimes moves and sometimes stands still.* The second co-ordinate part with its subordinate elements: *The properties of electricity when it is moving are very different from those of electricity when it is at rest.*

### **Exercises.**

I. Analyse the following sentences into clauses and state the kind of sentences (complex, compound, compound-complex):

1) Before discussing the new drama which has just been staged, we should like to see the original text; but perhaps it would be better to arrange a meeting with the author. 2) Whether it was the very man I had seen in the Labour Commune, or someone extremely like him, I cannot tell, because it was very dark. 3) It is true that Edison did not invent moving pictures such as are seen to-day in cinemas all over the world, but it was he who first started the practical realization of the idea. 4) It was then realized that it would be necessary to see to it that the eight-hour working day was well utilized in order that the plan should be carried out in full. 5) The South Polar Region was once a warm country, for we find coal there and fossils of creatures that can only live in a warm country, but no animal life is to be found there to-day. 6) One of the great difficulties that is facing the principal cities is the large influx of people, which leads to a great demand for houses. 7) Each one of us may discover something that has never been discovered before, for our land is so huge that man can hardly imagine going to its farthest border.

II. Change the following simple sentences into complex sentences by introducing subject and object clauses instead of the nouns or noun equivalents:

1) Your opinion on the matter does not seem definite enough. 2) I cannot remember the date of this event. 3) You must tell me what to do. 4) We all know of your being very busy. 5) I find these students to be very inattentive. 6) Everest is believed to be inaccessible for climbing.

III. Substitute attributive clauses for the adjectives or adjective equivalents:

1) Learning does not only depend on the amount of books read. 2) Here are the letters to be copied. 3) I have nobody to speak English with. 4) There are many houses under repair.

IV. Substitute adverbial clauses for the adverbs or adverb equivalents:

1) My leave of absence being over, I was obliged to go home. 2) Having explored the entire region, the explorers started with their numerous findings on their return journey. 3) We came to the camp only at sunset.

V. What subordinate clauses do *since*, *as* and *that* introduce?

### **Additional Exercises.**

Analyse into clauses stating the kind of sentences:

- 1) I heard a thousand blended notes  
While in a grove I sat reclined  
In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind.



- 2) When she I loved was strong and gay  
And like a rose in June,  
I to her cottage bent my way  
Beneath the evening moon.
- 3) The fishers say those sisters fair  
By fairies are all buried there  
And there together sleep.
- 4) But when the morrow came, she rose and took  
The child once more, and sat upon the mound;  
And made a little wreath of all the flowers  
That grew about, and tied it round his hat  
To make him pleasing in her uncle's eye.  
Then when the farmer passed into the field  
He spied her and he left his men at work.

5) "However, as the days brightened, Milly's cheeks and lips brightened, too; and in a few weeks she was almost as active as ever, though watchful eyes might have seen that activity was not easy to her."

6) "But Maggie, as she stood crying before the glass, felt it impossible that she should go down to dinner and endure the severe eyes and severe words of her aunts, while Tom and Lucy and Martha, who waited at table, would laugh at her, for if Tom had laughed at her, of course everyone else would."

7) "He was awake long after his Arab host had performed his usual devotions, and betaken himself to his repose, nor had sleep visited him at the hour of midnight, when a movement took place among the domestics, which though attended with no speech and very little noise, made him aware that they were loading the camels and preparing for departure."

8) "Pen behaved very courteously to the pair, now that they had found their way into his quarters, and though he recollected with some twinges a conversation at Oxbridge, he announced that he was about to come in for his native county and had absolutely returned thanks in a fine speech, as any future member would have done in his place."

9) "Little Dorrit would have been glad to make her visit to Mrs. Gowan alone, but as Fanny, who had not yet recovered from her uncle's protest, though it was four-and-twenty hours of age, pressingly offered her company, the two sisters stepped together into one of the gondolas and were taken to Mrs. Gowan's lodging."

10) "Mr. Pickwick had not been asleep half an hour when little Captain Boldwig, followed by the two gardeners, came striding along as fast as his size and importance would let him, and when he came near the oak tree, Captain Boldwig paused, and drew a long breath."

## ARTICLES AND PREPOSITIONS.

## CHAPTER XVII.

## ARTICLES.

## § 97. Distinction between the Indefinite and Definite Articles.

To Russian students of English the use of the Definite and Indefinite Articles, as well as the difference between them, is exceedingly difficult to grasp. In addition to a set of numerous and varied rules concerning the use of articles in Modern English there are many cases which can hardly be formulated at all, and correct English usage can only be acquired by continual observation and imitation.

The Definite Article is the weakened form of the old demonstrative pronoun *that*. In oldest English it was little used with nouns, not even with common class nouns. There are many survivals of this old usage: proper names, the nouns *man* and *woman* under certain conditions, abstract nouns, etc. Many stock phrases are also used without the article: *to go to bed, to school, on foot, by water, to send word, to set fire to*, etc.

On the other hand, in old English it was the rule to say: *the little John*, but in colloquial speech we now usually say: *little John*; the old usage remains in more formal literary language: *the late Rudyard Kipling*.

The Indefinite Article as an abbreviated form of the numeral *one* has kept the *n* of the original word only before a vowel sound: *a boat, an apple*.

The historical derivation of the articles helps to understand their use.

Compare: a) *What is this? It is a room.* (We know nothing about the room in question; the idea is quite new to us.)

b) *What is in the room?* (We are speaking about the room we have already mentioned; we know what room.)

c) *There is a new laboratory at our institute. Would you like to see it?*

d) *The laboratory we have just seen is one of the best in Leningrad; the rooms are large and spacious; the equipment is up-to-date, and the staff is highly qualified.* (We are speaking about some particular room, equipment, etc. belonging to some particular laboratory.)

e) *This is my room. Come in and you will see that the writing-table there is good; the arm-chair in front of the table is very comfortable and the shelves are well dusted.*

The distinction made between the definite and the indefinite article may be formulated as follows:



# The Definite Article is put before a noun to show that the idea expressed by the noun has already been stated (examples b, d—the so-called anaphoric use), or is sufficiently defined (example e—determinative use). It is used when we particularize a noun.

The Indefinite Article is put before a noun to show that the idea expressed by the noun is new. It is used when we generalize a noun, i. e. when we speak about some noun in general.

### Exercises.

I. Explain the use of the definite and the indefinite article in the following sentences:

1) Last summer I made friends with a Georgian and an Armenian. The Georgian was a very good musician. The Armenian was a capable young engineer.

2) In the class-room: What is this? It is a picture. It represents a class-room. Look: the ceiling, the floor, the walls, the door and the windows. What is on the wall? A blackboard with a duster and a piece of chalk. Is the blackboard large or small? It is large.

3) Theodore Dreiser is a well-known American writer. He is one of the well-known writers of our age.

II. Put in the definite or the indefinite article:

1) Was there ... river near ... village you lived in last summer? 2) "Here is ... river at last," said the tired tourist. "Let us go into ... water at once." 3) It is getting quite dark. Can you see anybody in the yard? Yes, I can; here is ... man, and there is ... woman. 4) "... man you want to see is here," said my secretary. "Shall I call him in?"

### § 98. Special Uses of the Definite Article.

I. *The* denotes a noun as the only one, so to speak, i. e. something considered to be unique. ***The Soviet Union; the Soviet Government; the proletariat; the bourgeoisie; the aristocracy; the Five-Year Plan; the October Revolution; the Paris Commune; the working class; the working-class movement; the Hermitage; the British Museum; the English (Russian, German, etc.) language; the sun; the moon; the sky (but stars); the north (south etc.); the singular (plural); the present (past, future); the Middle Ages; the press (печать); the earth; the universe.***

**Note 1.** The abbreviated form of *the Union of Soviet Socialist Republics* is: ***the U.S.S.R.,*** or without the article: ***U.S.S.R.***

**Note 2.** We say: *We speak English, French, etc., but: This book is translated from the English, meaning the English language.*

**Note 3.** *A full (young) moon shone bright in the sky that night* (different phases of the moon).

**Note 4.** The noun *earth* is used without the article when it is a noun of material: ***Earth is black.***

**Note 5.** *The*, when pronounced with emphasis marks a person or thing as unique; e. g. ***He is the painter of the day. This is the book everybody is talking about.***

II. *The* is used with adjectives to form noun-equivalents (substantivized adjectives). They are used in the plural:

a) to indicate the whole class; e. g. ***The rich exploit the poor*** (those who are rich ... etc.). ***The oppressed struggle for their rights.***

b) to indicate the whole nationality; e. g. **The English, the French, the Dutch, the Scotch, the Swiss, the Chinese, the Japanese, the Portuguese** (names of nationalities ending in *sh, ch* and *ss*),

or they are used in the singular, as abstract nouns; e. g. **The evil that men do lives after them, the good is oft interred with their bones** (that which is evil; that which is good) (Shakespeare).

**Note 1.** The names of nationalities forming their plural by adding *s* may be used with or without the definite article; the first form seems to be the more usual one: **the Russians, the Germans, the Americans, the Poles, the Spaniards, the Swedes, the Norwegians, the Greeks, the Romans, the Scots**, etc. also: **Arabs, Germans, Russians, Scots**, etc.

**Note 2.** Observe the differentiated use of the names of nationalities in the singular:

a) Those ending in *sh, ch*; e. g. **He is English (Dutch, Scotch, French) or: — She is an Englishwoman, a Frenchwoman**, etc.

b) Those ending in *se, ss*; e. g. **He is Swiss, or a Swiss. She is Japanese, or a Japanese**, etc.

c) Those forming their plural by adding *s*; e. g. **He is Russian (American, German, Italian, etc.)**, but: **He is a Pole: He is an Arab; He is a Swede**.

III. **The** is used before class-nouns in the singular to represent the whole class: **The electric lamp is a great invention. The compass is necessary for navigation. The cat belongs to the tiger family. The steam-gauge is an instrument for indicating the pressure of steam in a boiler.**

**Note.** The indefinite article is also possible: **A lion is a powerful animal** (in the sense of *any*).

IV. **The** is used before the names of rivers, seas, oceans, and mountain ranges: **The Neva, the Black Sea, the Atlantic Ocean, the Urals, the Alps**.

**Note 1.** The words *sea* and *ocean* are sometimes omitted: **the Mediterranean; the Baltic; the Atlantic**.

**Note 2.** Before mountain peaks the article is omitted: **Elbrus, Everest, Mont Blanc; Mount Elbrus; Mount Everest** (the names of German mountain peaks are used with the article: **the Yungfrau**).

**Note 3.** Observe the names of towns: **Rostov-on-Don; Stratford-on-Avon; Newcastle-on-Tyne**, but: **Frankfort-on-the-Main**.

V. **The** is generally used before the names of ships, newspapers and hotels, both foreign and Russian:

Ships: **The Marat, the Yermak, the Soviet** (also: **the ice-breaker "Yermak", the schooner "Arrow"**, etc.), **the White Star, the Majestic**, etc.

Newspapers and some magazines: **The Times, the Manchester Guardian, the Morning Post, the Daily Herald, the Morning Chronicle, the Strand, (the) Moscow News, the Daily Worker, the Pravda, the Izvestia, the Communist International, the Literary Review, the Electric World**, etc.

Hotels: **The Grand Hotel, the Astoria, the Intourist Hotel, the Savoy**, etc., but: **Hotel Europe**.

VI. The words *same* and *very* used as adjectives are always associated with *the*. **It is the same expression, the same idea. It is the very book I want to read, the very man I want to see.**

VII. **The** is used instead of the demonstrative adjectives *this* and *that*: **Here is the man I met yesterday** (a common Russian error — Here is that man whom I met yesterday).



VIII. The singles out adjectives in the superlative degree as well as ordinals: *This is the best book. The first book* etc.

**Note 1.** *The* is also used before adjectives and adverbs in the comparative degree in such constructions as: *The colder the climate, the poorer the vegetation. The sooner the better. So much the worse; so much the better.* *The* in such cases is used as an adverb.

**Note 2.** No article is used before adverbs in the superlative degree: *There are many people smoking here, but you seem to smoke most of all; you smoke least of all.*

The following stock-phrases are also used with *the*: *play the piano, the fool, the violin; pass the time; tell the truth; tell the time; take the trouble; break the ice; break the record; feel the pulse; get the upper hand; fight to the death; act the philosopher; follow the multitude; teach the violin; keep the peace; on the whole; nothing of the kind; become the fashion; run the risk.*

### Exercise.

Insert the definite article where necessary, giving your reasons:

1) ... Volga is ... longest river in ... Soviet Union. 2) ... rich cannot understand ... poor. 3) We are going on an excursion to ... Hermitage. 4) ... equator divides ... globe into two equal parts. 5) Archangel is on ... White Sea. 6) Look at ... sky, it is all covered with clouds, we cannot see ... moon. 7) ... Neva flows to ... West. 8) Newton is ... creator of mechanics. 9) ... Alps are higher than ... Urals. 10) ... ice-breaker "Yermak" breaks ... ice of ... Arctic Ocean. 11) ... "Daily Worker" is ... organ of ... Communist Party of England. 12) ... Arabs invented ... figures we use to-day. 13) Mining is ... art of obtaining minerals out of ... bowels of ... earth. 14) One of ... most important branches of industry is ... mining of coal. 15) ... part of ... sea which surrounds ... South Pole is called ... Antarctic Ocean. 16) In 1921 ... civil war came to an end: ... years of fighting were over; all ... energy of ... working class was given to ... reconstruction of ... country. 17) ... Proletarian Revolution made it possible to realize in practice ... national policy of ... Communist Party. 18) ... oak-tree gives ... best material for furniture. 19) ... pen is mightier than ... sword. 20) There were many tourists in ... South last summer. 21) Is it ... same story that you have spoken about? 22) Is ... Elbrus higher than ... Kazbek? 23) ... Japanese live chiefly on rice and fish. 24) ... XVIII Party Congress held at ... beginning of 1939 was a historical Congress. 25) ... age of Elizabeth saw ... defeat of ... Armada and ... rise of England as a great sea-power.

## § 99. Special Uses of the Indefinite Article.

I. *A* or *an*. The form *a* is used before words beginning with a consonant sound, the form *an* before words beginning with a vowel sound; e. g. *a man, a woman, a horse; an apple, an error, an engine.*

**Note.** Words like *one, unit, university*, though written with a vowel letter, are pronounced with a consonant sound at the beginning, i. e. [wʌn], [juːnɪt], [juːnɪvɜːsɪti]. Words like *heir, honour, hour*, though written with a consonant (*h*), are pronounced with a vowel sound at the beginning, i. e. [eə], [ɪˈɔːnə], [aʊə]; hence they take the form *an* of the indefinite article.

II. The indefinite article frequently keeps its original meaning, namely the meaning of *one*, and is used instead of it; e. g. *In a small town* (not: in one small town—a common Russian error); *a dozen*; *a hundred*; *a thousand*; *a million*. one

III. *A* has the indefinite meaning of *any*; e. g. *A friend in need is a friend indeed*. *A rat may be as big as a young cat*. any

IV. *A* is used distributively meaning *each* before words denoting time, number, weight and measure; e. g. *five lessons a month*; *20 roubles a kilo*; *a penny a piece* (for a piece). each

V. *A* generally denotes nouns in apposition; e. g. "*Othello*", *a great drama of Shakespeare* (one of his works). *John Robinson, a young man of twenty-two*. *Mary Brown, a teacher of English*.

Observe that a noun in apposition:

1) may also be preceded by the definite article if it is emphasized; e. g. *Lenin, the world-known revolutionary leader*; *Gorki, the famous Russian writer*.

2) may stand without any article when it expresses a title or relationship: *Professor Kapitza, director of the Institute of Physical Science*; *Professor Berg, corresponding member of the Academy of Sciences*; *William IV, King of England*; *Rudyard Kipling, author of stories about India*; *Octavius, son of Caesar, made himself emperor* (also: *the son of Caesar*); *Cadel, publisher of Scott's novels* (also: *the publisher*—equivalent to "the well-known").

VI. *A* is invariably used before predicative nouns (unless they express a title, rank, post or profession referring to one person only); e. g. *I am a teacher*. *He was a professor*. *She is a married woman*. *He works as a carpenter*. *He became a reporter*. When a title, rank, profession or post refer to one person only, no article is needed: *He was appointed headmaster of our school*. *Tennyson succeeded Wordsworth as poet laureate*. *They proclaimed him king of Rome*. *He received the post of director general*. Also in: *The title of Hero of Socialist Labour*. The sentence: *In 1703 Newton was made president of the Royal Society and in 1705 he was made a knight*, illustrates the two rules.

**Note 1.** A predicative noun is never preceded by any article when it stands in the emphatic position; e. g. *Child though he was, he understood that something terrible had happened*. *Sketch as it is, the book is full of interest*.

**Note 2.** A predicative noun may sometimes have the character of an adjective, especially when it is qualified by *enough*. No article in this case is used before it; e. g. *He was fool enough* (foolish enough) *not to obey his father's words*. *She was woman enough to pity the young man*. Also in such examples as: *in the capacity of musician*, *the office of consul*; but: *as a young man*; *the career of a teacher* (the substantival character is predominant).

**Note 3.** Observe the use of the indefinite article after the verb *call* (name); e. g. *What is it called? It is called a table*. *It is called a crane*.

VII. *A* is used with the word: such, certain, what, rather, as (в качестве), too, how; e. g. *A certain question*; *such a difficult problem*; *what a long way*; *what a sight!* (in exclamations). *It is rather a long way*. *Too difficult a text*. *How charming a girl your daughter is*.

**Caution.** The indefinite article is used after the above mentioned words only when these words modify nouns in the singular which can be



counted, — countables, both common and abstract. Thus we say: *Such a good boy. Such a bright idea. What a good girl. What a funny idea. Too expensive a book. Too expensive a pleasure.*

Examples with uncountables (abstract nouns): *Such weather, such fine weather, such fun, such music, such beautiful music, such importance, such beauty, such nonsense, such conscientious work; what talent! what great talent! what fun! what extraordinary impertinence!*

Nouns of material; e. g. *such fine steel; such fresh butter; such cold water; what sweet air!*

**Note 1.** Observe the following sentences:

Exclamatory: *What a good book it is! What a report it was!*

Interrogative: *What book is it? What report was it?*

**Note 2.** It rests with a speaker or writer to consider an abstract noun as countable or uncountable; hence, the difference in meaning and use of the article. (The indefinite article, in fact, converts an abstract noun into a class noun; e. g. *Such difference. Such a difference* — point of difference. *There is such life in these children! Our Soviet children are having such a wonderful life.*)

**Note 3.** If *such* is preceded by *any* or *no*, the article is omitted; e. g. *There is no time for discussing any such question; There is no such thing as unemployment in our country.* Compare with: *Such a question as this must be discussed at once.*

**Note 4.** As may be followed by a noun without the indefinite article.

VIII. The indefinite article is used in the full titles of books; e. g. *A Working Grammar of the English Language.*

IX. The indefinite article is used in the following stock-phrases: *a great deal, a great many (a good deal, a good many); as a matter of fact; as a result; on a large scale; on an average (on the average); have a headache; a mind (to); a look at; take a fancy (to).*

### **Exercises.**

I. Put *a* or *an* before each of the following words:

union, year, Hotel Europe, hour, history, honest man, one-eyed man, engineer, worker.

II. Insert the indefinite or the definite article when necessary, giving your reasons:

- 1) How many times ... month do you have your English lessons?
- 2) Would you like to take ... walk in ... park of our institute?
- 3) Professor L. is well known all over ... Union as ... specialist on ... heart diseases.
- 4) He is ... man whom everybody praises, ... man of ... highest integrity and ... intelligence.
- 5) It is ... great pleasure to listen to you when you play ... piano.
- 6) "What is to Be Done", ... revolutionary work by Lenin, was written over thirty years ago.
- 7) ... very dry region has little or no vegetation: such ... region is called ... desert.
- 8) ... hundred roubles ... month is too high ... price for such ... small room.
- 9) Our head consists of ... forehead, ... nose, ... mouth, ... two cheeks, and ... two ears.
- 10) Such ... criticism as was heard to-day is just and sound.
- 11) Our typist charges ... rouble ... page.
- 12) Such ... weather as we have to-day is not favourable for boating; there is ... strong wind and ... river is swollen.
- 13) What is this apparatus called? It is called ... transformer.
- 14) It is very rude to call ... man ... pig.
- 15) My friend, ... teacher of French, is ... good translator too.

### III. Translate into English:

1) Какой теплый день! Какая прекрасная погода! Какая сегодня теплая вода в озере! Какой день сегодня? Вы спросили, каким словарем он пользуется? 2) Это слишком легкий текст для таких подвинутых студентов. Это слишком маленькая комната для детской. Такой важный вопрос не может быть отложен. Ничего подобного не может случиться. (Use the word *thing*.)

### IV. Write your own sentences using the following expressions:

in a word; a great many; a great deal; as a result; as a matter of fact; at a standstill; a sort of; a kind of; in a hurry.

## § 100. Omission of the Article.

The article is omitted:

I. Before nouns in the plural used in a general sense; e. g. *Tables and chairs are generally made of wood. Books are our friends.*

Caution: *There is a chair here. There are some chairs here. Are there any chairs here? Help me to get off the tram; I have a heavy parcel in my hand. I have some heavy parcels in my hand.* (The numerical idea is strongly expressed.)

II. Before abstract nouns, the names of sciences, nouns of material, and the names of meals (unless these nouns are specified); e. g. *Progress in our country is great. Feudalism was followed by capitalism. He looked at me with great interest. It was a question of great importance. He prepared the sketch with much care and deliberation. It is time to have dinner.*

But we say: *The health of this student is good. The English literature of to-day interests me very much. The dinner which we had yesterday was very good.*

Note 1. Observe the use of the indefinite article with abstract nouns which, in fact, become class nouns then, often expressing the kind of; e. g. *Poverty is not a crime, but it is not a virtue either. He has a perfect knowledge (command) of English. "The special task of the Central Council in London is to awaken a consciousness in the English workers."* (Karl Marx.)

Note 2. We observe the same phenomenon with names of meals and nouns of material which at once become class nouns: *Dinner is at six. Tea was served in the garden. I had a very good dinner. Ice is frozen water. Give me an ice* (порцию мороженого). Hence we may say: — *He ordered two teas and three coffees* (glasses, cups of...). (But we cannot say: "He ordered a tea or a coffee.")

III. Before proper nouns in the singular: *John, Peter, Vassilieff*. In the plural we say: *The Petroffs, the Browns*, etc.

Caution: Nouns modified by such attributive adjectives as: *old, young, dear, poor, pretty, lazy, silly, honest*, i. e., such adjectives as do not distinguish one person from another (any person may be poor, old, young, etc.) are used without the article: *lazy Jim, pretty Mary, old Wardle, young Pushkin, dear Kitty, poor Jack*, etc. On the other hand, nouns modified by some distinguishing adjectives, i. e., those which lay particular stress on the quality of the noun, are used with the article; e. g. *The great Faraday, the immortal Shakespeare; the tender-hearted Mrs. Humphrey; the puzzled Pepys; the fair Irene.*



**Note.** A proper noun may be preceded by the indefinite article when it refers to individual members of one family; e. g. *He was a Forsyte. She was a Dobson.*

A proper noun may be used as a common noun; in this case it may be preceded by the indefinite or the definite article; *Not everybody is a Milton. He is the Newton of our age.*

IV. Before common nouns used as proper nouns: *Father will soon be back.*

V. Before geographical proper nouns in the singular: *Soviet Russia, North America, Moscow.* Except: *The Hague, the Congo, the Caucasus, the Ukraine, the Crimea.*

Geographical names in the plural, and groups of islands, are generally preceded by the definite article: *The United States. The West Indies. The Netherlands. The Philippines. The Hebrides,* etc.

VI. Before the names of streets, squares, lakes and capes: *Oxford Street; Herzen Street; Uritsky Square; Lake Onega; Cape Farewell.*

**Note 1.** The names of high roads ('моще') are generally preceded by *the: the Moscow Highway.*

**Note 2.** Names of bridges and parks are sometimes used with the article, sometimes without: *London Bridge; Tower Bridge (the); Hyde Park; Kensington Gardens; Summer Gardens (the); Lieut. Schmidt Bridge (the); Uritsky Square; The Red Square.*

VII. Before the days of the week, months and seasons used in a general sense: *on Monday, in September; after winter comes spring; it is hot in summer.* But: *How did you spend the summer?*

**Note** the difference in meaning in the following: *Come here on Tuesday* ('вторник'). *He used to go there of a Tuesday* ('по вторникам'). *The notice was for the Tuesday on which the theatre opened.*

VIII. Before *man* (denoting the human race), *mankind* and *woman*: *Man has the power of reasoning. Woman has the same rights as man in our country.*

IX. In the following stock-phrases no article is used: *at meals, at dinner (supper, etc.), in fact; at sunset; in demand; in trouble; at day-break; at work; at home; in jail; at ease; in debt; by name; under ground; by hand; by water; by hook or by crook; over head and ears; on board ship; on deck; keep house; take into consideration; go west (north, south, east); from morning till night; shake hands with; leave home; set on fire; send word; give permission; take care of; declare war against or on; leave school; on sick leave; give place to; make place or room; make use of; at present; in need of; in good health; to be chosen, made, appointed secretary; to be taken prisoner; enter into conversation; lose patience; make haste; form part of; take part in; take notice of; to be out of place, etc.*

### **Exercises.**

I. Insert the definite or the indefinite article where it is necessary, giving your reasons for doing so:

1) ... lunch is at 1 o'clock. 2) ... lunch which we had at our institute refreshment-room was quite good and cheap. 3) The cheaper kinds of ... paper are made from ... wood. 4) ... output of ... pig-iron is

rapidly increasing in ... Soviet Union. 5) ... Great Britain produces about one-fifth of ... pig-iron obtained in ... world. 6) ... petroleum is called ... blood of ... earth. 7) ... health is more important than ... beauty. 8) ... Columbus, who discovered ... America, was ... native of ... Genoa. 9) ... students of English sometimes find that ... English grammar is more difficult than ... English pronunciation. 10) ... hydrogen, ... nitrogen ... and oxygen ... are ... gases. 11) ... wheat forms ... chief food of ... people of ... Europe and ... North America. 12) We cannot live without ... food. 13) ... people should treat animals kindly. 14) ... cocoa is now extensively cultivated in ... Central America. 15) ... cocoa which we get at ... provision stores is very good. 16) Rome is ... ancient town. 17) ... Moscow of to-day with its motor-cars and trams is very different from ... old Moscow. 18) ... water freezes below zero. 19) Before ... opening of ... Suez Canal ... London controlled ... trade with ... West Indies and ... China. 20) There are very many unemployed in ... United States. 21) ... poverty is ... lot of ... unemployed workers in ... capitalist countries. 22) ... dialectical materialism is ... only way to ... scientific interpretation. 23) When we were in London, we first of all went to ... Hyde Park and ... Oxford Street. 24) We are going to the theatre with ... Browns; is ... Smith also going? 25) ... American literature of to-day interests me greatly. 26) Ireland, Scotland and Wales are parts of ... United Kingdom. 27) ... native saved by Robinson Crusoe was called ... Friday because it was on ... Friday that Crusoe had found him. 28) Our village is ... quarter of ... hour's walk from here. 29) Are you referring to ... person in ... grey coat? Here comes ... man, is it he?

II. Write some sentences containing stock-phrases in which no article is used.

III. Comment on the use (or omission) of the articles in the following sentences:

1) He was master of the situation. 2) Gorky, the great Soviet writer. 3) The Soviet Press. 4) The ambitious Hilda. 5) The little Doctor Slammers. 6) Big Toomai, the son of Black Toomai. 7) Fact is sometimes stranger than fiction. 8) John Galsworthy, author of the Forsyte Saga. 9) Queen Elizabeth, daughter of Henry VIII. 10) The hospitable Cornwell. 11) The once mighty empire. 12) He has never shown an affection of the heart. 13) Of late years the value of a knowledge of natural science has become generally recognized as a potent force in our educational system.

## § 101. Special Difficulties in the Use of the Articles.

I. *Most, the most, a most*: — **most** writers, **most** books (when a majority is meant):

*The most important question of the day* (the question of the greatest importance).

*I have read a most interesting book* (a very interesting book). *This is the work of a most famous writer* (a very famous writer).

*This work is most important* (very important).

Compare: *In our age he is a most interesting writer*; with: *He is the most interesting writer of our age*.



II. *Few, a few, the few; little, a little, the little*: — We have **few** books (not many — negative). You have **a few** pencils (some at least — affirmative). We have given away **the few** pencils we had.

You read **little** (not much). You read **a little** (some at least). Do you understand **the little** you read?

III. *Next, the next* — meaning place or order, is always used with the definite article: I live in **the next** house. **The next** pupil will answer.

*Next* — meaning time, may be used both with or without the definite article:

a) Always without the article: I shall do it **next** year, week, month, summer, etc. (adverb of time — 'будущий').

b) With the article: In May I shall go to the South, but **the next** (the following — 'следующий') month I shall be busy working in town. There was much unrest in India at that time; **the next** year brought a new wave of strikes. We arrived there on Monday night; **the next** morning found us tired and sleepy.

**Note 1.** Some English writers omit the article before the adjective *next* in the cases just mentioned.

**Note 2.** Remember the expressions: He lives **next** door. **Next** to nothing.

IV. *Last, the last*: — Last night, last week, last month, last year ('прошлый', adverb of time). But: I was not present at **the last** meeting ('последний'). She lives in **the last** house but one. We went there **the last** week of our stay.

**Note.** Do not forget that *last night* in Russian is 'вчера вечером'.

V. The article with numerals: a) **the second, a second, the third**, etc. **The second** lesson is very difficult. It is **the fifth** day of his illness. But: He made **a second** voyage (we do not know how many voyages he may make in the future). He married **a second** time. b) **Three, the three; two, the two**, etc.: He saw **two** men. But: **The two** foreigners we met asked us many questions. **The three** questions which we have to discuss are very important.

VI. A difference in meaning is sometimes caused by the use and the omission of the article together with a change in prepositions; e. g.

- |  |   |
|--|---|
| 1. I am at school (I am a pupil).            | I am in the school (I am in the building).                              |
| I am in school (I am having my lesson).      | I left school five years ago (I finished my studies).                   |
| I went to the school (as far as the school). | I went to school (to attend lessons).                                   |
| 2. He was in prison (as a prisoner).         | He was in the prison (in the building).                                 |
| He went to prison (as a prisoner).           | He went to the prison (as far as the prison).                           |
| 3. I am in bed (I lie undressed).            | A shawl is lying on the bed.  |
| I go to bed at 10 o'clock.                   | I am going to the bed to take my shawl lying there (as far as the bed). |

4. *The ship is at sea.*  
*Our boat sailed out into the open sea.*

*My brother went to sea (to become a sailor).*

5. *The U.S.A. is a capitalist country.*

6. *Where is your father? He is in town now, not in the country.*

7. *People cannot live without air.*

8. *Ice and snow are constant companions of polar expeditions.*  
*Some traces were seen in the snow.*

9. *Precious minerals are found in the earth.*

*Some people are bathing in the sea.*

*My brother went to the sea (as far as the sea).*

*We live in the country all the year round.*

*There are many factories in the town.*

*Birds fly high up in the air.*  
*There are many skaters on the ice.*  
*Give me an ice ('мороженое')*

*What on earth do you mean?*

VII. Observe the difference between: *There are twelve chapters in this book; the twelfth and last chapter is very short* (one chapter, the article is not repeated before last). *There are more than twelve chapters in this book; the twelfth and the last chapter* (two chapters) *are very short.*

If it is quite obvious that different things are meant, the article is not repeated: — *The tables, chairs, desks and blackboards have been cleaned.*

VIII. Observe that a noun modified by the *of*-phrase does not necessarily require the definite article.

We have *the* in the following sentences: *The people of Arabia are in much the same condition as they were four thousand years ago. Greece occupies the southern part of the Balkan peninsula.*

We have *a* in the following sentences: *Newfoundland with a population of 263,000 chiefly deals in fish. A quantity of books. A number of books. A man of sense. A bill of fare. A crowd of people, etc.*

### Exercise.

Put in the article where necessary:

1) ... most students have done their work well. What is ... most popular novel of our days? Which of you smokes ... most of all?

2) ... few books I have managed to read please me very much. You have but ... few friends ('немного друзей'). You have ... few friends ('у вас мало друзей').

3) In August you were in Moscow, but where did you go ... next month? Are you going to the country ... next month? Who lives ... next door? Take ... next door to ... right.

4) ... last month of my stay in London was exceedingly tiring because I went to ... theatre almost every night. Is there ... theatre in your town? I slept badly ... last night. This is ... last night of our stay here.

5) Are you reading ... second or ... third lesson? I repeated my question ... second time, but nobody answered me.

6) ... two articles I have read are long and difficult. We are going to stay here ... two or three days.

7) I went to ... bed very late. Go to ... bed and put it in order.



## General exercises.

I. Insert the definite or the indefinite article where necessary:

1) Is this ... interesting book? Is this ... very interesting book? Is this ... very interesting book you have spoken about so much? It is such ... interesting book. Is it ... same book you have recommended to us?

2) She is ... teacher. She is ... good teacher. She is ... teacher of our institute. She is ... teacher of English. Here is ... teacher, ask her about ... question which interests you.

3) There is ... word in ... text which I cannot understand. There is ... very difficult word too which I cannot pronounce. Here is ... very word I was looking up in ... dictionary. This word is ... adverb. What is ... function of ... adverb?

4) I am afraid we cannot go into this room because there is ... conference going on. Is it ... production conference? It is ... conference on ... question of ... productivity of labour. It is ... conference which should have taken place two days ago, but was put off.

5) "Martin Eden", ... novel by Jack London, is very popular in ... Soviet Union. 6) ... rubber is ... juice of ... rubber plant. 7) ... weak yield to ... strong. 8) This motor-car covers fifty miles ... hour. 9) ... principal crops of ... Ireland are ... oats and ... potatoes. 10) ... first men were vegetarians. 11) In ... lower valley of ... Nile ... rain falls very rarely. 12) ... barley is one of ... oldest food-stuffs. 13) ... human body requires two classes of ... food: ... body-builders and ... heat-givers. 14) Serfdom was abolished in ... Russia in ... nineteenth century. 15) ... nineteenth century was ... age of ... steam, ... twentieth is ... age of ... electricity. 16) ... perseverance overcomes ... difficulties. 17) ... application of ... steam to ... mechanical purposes is ... modern invention. 18) Marx and Engels are ... founders of ... modern scientific socialism. 19) Jack London, ... famous writer, was ... self-made man. 20) It is such ... treat to stay on deck on ... fine day. 21) What are ... difficulties of ... English language? 22) Are there many international words in ... modern English? 23) ... military strength of ... Soviet Union has become ... factor that ... great powers of ... world must reckon with. 24) ... capitalism uses ... workers and ... little children as mere machines for ... production of wealth on which ... leisure class may live without working. 25) Chelyabinsk is ... centre of ... Ural territory and ... important railway junction. 26) ... man must fight ... rivers as ... animal tamer fights ... wild beasts. 27) ... icebreaker "Krassin" will soon start ... north. 28) ... Chelyuskinites never lost their presence of mind on ... ice-floe. 29) ... oil syndicate has established ... manufacture of ... number of ... new commodities. 30) It is ... acknowledged fact that ... Soviet Union pays more attention to ... popular education than any other country. 31) ... advance made by ... Soviet industry in ... past few years has been greatly assisted by ... scientific institutes which have rendered ... considerable help in ... industrial advance.

II. Translate into English:

1) Много кораблей в море. Я не люблю купаться в море. 2) Ваша сестра в городе или в деревне? 3) Дайте мне мороженое. 4) В этом

году лед на Неве очень крепкий. Лед тает при нуле. 5) Воздух необходим для жизни. Аэроплан парит в воздухе. 6) Ваша дочь ходит в школу? Мы видели прекрасные аудитории в только-что построенной школе.

III. Discriminate between the following:

- 1) I bought half a pound of sweets last week. This is a half-pound box.
- 2) He stayed there for half an hour. My teacher takes five roubles for a half-hour lesson.
- 3) We have used half a bottle. A half-size bottle costs eight roubles.

IV. Correct the following faulty sentences (common errors in the use of the article taken from students' exercises):

It was just before a Revolution. He must have been worker, I am sure. One day I saw one man with a long thick hair. Although it was such a bad weather, he was but lightly dressed. He wore a kind of an overcoat with the many buttons missing; his shoes formerly made of the brown leather looked like a dirty rags. He was very kind old man, because he helped a woman with young child to get off tram. That woman had parcels in her hands and, besides, she was carrying child.

V. Insert the proper article where necessary:

If you are ... good student of English, it is because you notice ... right sort of facts concerning ... English language. You notice whether ... word is singular or plural, you notice whether in ... certain sentence ... article is definite or indefinite, you notice when ... infinitive is used, or ... present participle; you notice ..., order of words; you notice how ... various sounds are pronounced and how words are spelt.

The student who makes many mistakes in ... reading or writing English is ... one who does not notice ... things that he ought to notice. He learns ... new word without noticing whether it is ... adjective or ... noun. He learns ... new noun, but does not notice whether it is used in ... singular or in ... plural.

He learns ... new verb, but does not take ... trouble to notice in what form it is used. ... student who pays no attention to these important things will never learn ... English successfully.

## CHAPTER XVIII.

### USES OF PREPOSITIONS.

For Russian students of English the correct use of prepositions is sometimes as difficult as that of the articles. An attempt has been made to systematize the prepositions which Russian students of English usually find most difficulty with.

#### § 102. *At, in.*

Both refer to time and place: *at* to a smaller extent of time and space, *in* to a wider extent.

Time: a) *The lecture will begin at 10 o'clock in the morning. In summer it is pleasant to get up at sunrise.* b) *All was over in five minutes. You must be back in two hours.* Compare: *We shall be at home at two o'clock. We shall be at home in two hours' time.*



Place: a) *There is a beautiful marble statue at the top of the stairs in this house. There is much traffic in the streets of Moscow. The October Revolution began in Petrograd, now called Leningrad (before large towns or capitals). In Europe maize is grown most extensively in Rumania (before countries). There are many palaces and beautiful parks at Pushkin (small town or village).* b) *Don't sit at the open window. I am sitting at the writing-table (actual contact).*

**Note.** H. E. Palmer in his "Grammar of Spoken English" says: "The use of *at* and *in* before names of towns is extremely variable and depends partly on local customs and partly on the place where the speaker happens to be".

Capitals, such as Moscow, New York, etc. are usually preceded by *in*: *I am in Moscow. We were in London last year.*

Small towns are preceded by *at*: *I was at Pskov last year.* But we can also say: *I am in Pskov now.*

*At* is used with the following verbs: *look at, laugh at, smile at, bark at, grumble at, mock at, aim at, hint at, shoot at, snatch at, rush at, run at (to attack); be surprised, astonished, amazed, startled, shocked at; be angry, annoyed, disgusted, vexed, displeased, indignant (at a thing, with a person); work at, labour at, be good at something, rejoice at or in; knock at or in (knock at the door, knock in the nail); throw at; arrive at a place, in a country (e. g. we arrived at a station, we arrived in France); shudder at, be clever at, be clumsy at or in; be late at or for (we can also say: she came late to dinner).*

*At* is used in the following expressions: *at any rate (or at all events); at least, at most, at last, at first, at meals (dinner, tea, supper etc.); at table (at meals); at noon, at midnight, at night (or in the night); at home, at the theatre (in the theatre), at a concert, at a ball, at a lesson, at the office (in the office); at sea, at random, at liberty, at the mercy of, at full speed, at a snail's pace; (be) at war; at the top, at the bottom of the page, at the beginning, at the end of the chapter, story, etc.; (be) at a loss, at fault; at first sight; at the works (at the "Svetlana" works), at the institute (in the institute; both forms are used); at the workshop, at the meeting; at the factory; at the village, in the village; (both forms are used).*

*In* is used with the following verbs: *succeed in doing something, fail in doing something, persist in doing something; be deficient, rich, successful in; be weak in (something); put in; e. g. put it in (or into) your pocket; throw in (or into); divide, cut in half (instead of into); be interested in something; set in motion; be engaged in something. In as an adverb: come in, get in, call in, move in, go in for something.*

*In* is used in the following expressions: *in vain; in any case; in any way; in one's opinion; in search of; in the habit of doing; in great joy, fear; in the Russian (Gothic, etc.) style; in pencil, ink, oil colours (e. g. pictures in oil colours); in debt (to get into debt); in good, poor health; in flower; in leaf: e. g. trees are in leaf in spring; in the sun; in the street (on the street is American); in the country; in the ship; in the yacht; in the snow; in the face; in the open air; e. g. it is pleasant to bask in the sun; there were no traces in the snow; with reluctance in his face (also on his face); it is pleasant to sit in an armchair.*

### Exercises.

I. Fill in the spaces with the prepositions *at*, *in*, and give answers:

1) ... what time do you generally go to your work ... summer and ... winter? 2) Where would you like to spend your summer holidays, ... the South or ... the North? 3) Many countries are ... war now. 4) Is there a good library ... the Kirov works? 5) When will the delegation arrive ... Leningrad? 6) What are you working ... ? 7) Are you clever ... needle work? 8) Is it advisable to spend hours and hours ... the sun? 9) Will you be ... home ... three hours' time? 10) Does your dog bark ... strangers? 11) Have you ever slept ... the open air ... warm weather? 12) Are there many Stakhanovites ... your shop? 13) What are you most interested ... ? 14) Is it ... the top or ... the bottom of the page? 15) Do you work ... Uritsk? 16) What do you see ... the street? 17) Do you come to your lessons ... a fixed time? 18) Is he ... the lecture or ... the meeting?

II. Illustrate by examples the difference in meaning between:

at the theatre, in the theatre; at sea, in the sea.

III. Make up your own examples using the following expressions:

at dinner; at fault; at any rate; in pencil; at least; angry with; angry at; succeed in; aim at.

### § 103. *To, into.*

*To* and *into* express motion or direction toward a place; e. g. *Many people are going to the meeting, lecture, theatre (to the country, and not in the country). Many people are going out into the streets. Come into the garden. Look into the box. Go to your room, you look so tired (direction). Go into your room and see if everything is in order there (motion into). Throw it into (or in) the fire.*

*To* is used: a) after the following adjectives: *kind, obedient, partial to; strange to; similar, equal to; delightful, agreeable to; indispensable to (or for); pleasant to; sensitive to; insensible to; superior to; inferior to; faithful to; fatal to; easy to (or for); difficult, necessary, suitable, convenient to (or for); useful to somebody; natural to; foreign to; peculiar to; essential to; important to; displeasing to; accessible to; same to (it is the same to me); distasteful to; married to; just to; true, false to; serviceable to; invisible to; close to or by; opposite to; appropriate to (the occasion); indifferent, attentive, painful, familiar, known, unknown, prior to.*

b) With the following verbs: *reduce to; transform to, turn to (sometimes into); change to (sometimes into); go, come, return, flee, fall, throw, sink, rise to* and other verbs indicating direction or terminus (also with *into*); *amount to; object to; bow to; break, cut, tear to (or into) (pieces); get accustomed to; fasten, tie, link, attach to; seem, appear to; happen to (or with); belong to; put an end to; occur to; appeal to; speak to or with; talk to or with; yield, say, announce, prefer to; subscribe to (a paper, magazine); apologize to.*

c) In the following idiomatic expressions: *to my sorrow, anger, joy, etc.; dance to the music; write to dictation; to all appearances; exception*



*to; to my knowledge; to perfection; it is a comfort to me; to my taste; drink to somebody's health (or drink somebody's health).*

*Into* is used with the following verbs and expressions: *get into trouble; come into property; look or see into the matter; inquire into the matter; frighten into fits; grow into practice; take into service; come into sight; divide into; collect into; cut, tear, break in, into, or to pieces; put life into a picture; marry into a family; put meaning into the words, etc.; put it into your pocket, or in your pocket.*

**Note.** Common Russian errors: "He walked in the house". "He glanced in the room" (should be *into* in both cases).

### **Exercises.**

#### **I. Fill in the spaces with *to* or *into*:**

1) Every morning we go ... the institute, and in the evening we sometimes go ... concerts and meetings. 2) He was always kind ... anybody who came to see him. 3) Throw the paper ... the fire. 4) When school was over, the children ran out ... the street. 5) Put your money ... your pocket lest it should be stolen. 6) It is just the same ... me, to go ... the seaside, or ... the mountains. 7) Is it convenient ... you to come at 7 o'clock? 8) Do you like to write ... dictation? 9) This is an exception ... the rule. 10) Something is wrong, will you see ... the matter? 11) We live quite close ... the institute. 12) I shall always object ... your coming so late. 13) A large company went ... the islands by boat.

#### **II. Fill in the spaces with the prepositions *at, in, to, into*:**

1) People interested ... geology should go ... the Ural Mountains, which are rich ... minerals; they will be surprised ... the great number of specimens found there. 2) ... my opinion this pupil is good ... languages, but weak ... algebra; he must work ... it more. 3) Look for this expression ... the top of page fifty-nine ... the end of the book. 4) I fully understand what you are hinting ... , but I cannot understand what you are aiming .... 5) When we arrived ... the railway station, we saw a brick house ... Gothic style close by; it was the house our friends had moved ... a week before. 6) Our motor-car, going ... full speed, suddenly stopped ... the top of a hill; we tried ... vain to set the machine ... motion; it would not go. We were left ... the mercy of the snowstorm with the piercing wind blowing ... our faces. 7) Nicholas II reigned ... a period of growing discontent. 8) You should cut it ... half and put it ... your pocket instead of tearing it ... pieces and throwing it ... the fire. 9) The North Pole is no longer inaccessible ... mankind. 10) The goods were transported ... a ship. 11) The Greeks were clever ... building. 12) Have you apologized ... your teacher for being so inattentive ... her words? 13) You should pay more attention ... your pronunciation. 14) Whatever you learn, you should learn ... perfection. 15) There are many subscribers ... our newspapers. 16) ... last we arrived ... Leningrad ... the end of the third day and were met ... the station by all our friends. 17) Look ... the box, the paper must be ... it. 18) My sister is married ... an engineer. 19) Our manager has just returned ... Leningrad from Moscow. 20) A heavy weight sinks quickly ... the bottom. 21) A real artist always puts life ... his pictures.

## § 104. By, with.

*By.* 1) Sit **by** me (nearness of place). He will be here **by** 5 o'clock (nearness of time).

Compare: I am sitting **by** the window; I am sitting **at** the window (actual contact). He will come **by** 6 o'clock; he will come **at** 6 o'clock.

2) The dog was held **by** the chain (manner). 3) Corn and flax are exported abroad **by** the Soviet Union in exchange for machinery (after verbs in the passive to express the agent or doer of the action).

*With.* 1) The snake was killed **with** a stick (with showing the instrument with which the action is done). 2) Sit **with** me (in my company). 3) He shouted **with** joy (cause). 4) I shall do it **with** pleasure (manner).

### Exercise.

Fill in the spaces with the prepositions *with* or *by* and explain their uses:

1) The fields are ploughed ... collective farmers ... tractors. 2) All the books are read ... the students ... great interest. 3) Whom is this book written ... ? 4) What do you eat soup ... ? 5) Ships are driven ... steam, but some motor boats are driven ... electricity. 6) During the last thunderstorm two houses were set on fire ... lightning. 7) The matter was settled ... the workers' court ... the utmost care and consideration. 8) Ireland, lying to the west of Great Britain, is surrounded ... the Atlantic Ocean. 9) The speech was received ... loud and prolonged cheering ... the animated audience. 10) You need not go there ... tram, you can go on foot, because it is quite close. 11) The historical 18th Party Congress inspired all the workers of the Union ... enthusiasm. 12) This dog is so fierce that it is always held ... the collar. 13) The Kramatorsk Works is equipped ... machines which have few equals in point of size.

*By* and *with* are used in the following expressions: A carpet six yards **by** five. *By* my watch it is a quarter to six. Mary was Brown's daughter **by** his second wife. We were reading **by** candle light. Cheaper **by** fifty copecks, **by** two roubles, etc. *By the way* (or *by the by*) do you know that Comrade P. lives quite **by** himself? It is impossible to get to Japan **by** land only; you must go **by** water for some time; consequently you travel **by** train and **by** boat (compare with: I go on foot). He seems to be a good man, judging **by** his deeds, and not at all lazy **by** nature. (We can also say: judging from your work).

The Caspian Sea teems **with** fish. Cricket is as popular **with** the English as football is **with** us. He spoke **with** (or **in**) a loud voice. I am angry, annoyed, disgusted, pleased, displeased, disappointed, popular, vexed, acquainted, familiar (with a person; but we say: I am pleased at your coming). It is interesting to talk, argue, dispute, fight, quarrel, compete or discuss **with** a person; inspire a person **with** enthusiasm, hope, etc. It is unpleasant to fall ill **with** scarlet fever. I was struck **with** astonishment; I was seized **with** horror, panic, remorse; choked **with** emotion; overcome **with** joy. To tremble **with** fear, shiver **with** cold (not from).



### Exercise.

Translate into English the following sentences, using the prepositions *with* and *by*:

- 1) Сколько времени по вашим часам? 2) Она заболела дифтеритом. 3) Он живет один. 4) Моя комната 10 метров на 12. 5) Какие моря в Советском Союзе изобилуют рыбой? 6) Одевайтесь теплее, чтобы не дрожать от холода. 7) У нас немецкий язык более популярен, чем английский. 8) Как вы добираетесь до Шлиссельбурга, паромом или поездом? 9) Судя по его походке, он очень ленив.

### § 105. *From, of.*

*From* denotes motion or rest away from; e. g. *We have just come from Moscow. Our work begins from to-day. I always buy a paper on my way from the institute.*

*Of*: 1) mainly denotes possession; 2) fulfils the various functions of the preposition *from*; e. g. *The workers of Leningrad. The study of phonetics.*

*From* is used with the following verbs and adjectives: *recover from; protect from; escape from; suffer from; deviate from; banish from; derive from; secure from; dissuade from; prevent from; abstain from; release from; separate from; originate from; borrow, hire, receive of or from a person; come of or from (a family); die of or from; buy of or from; be made of or from; be different from; differ from; be absent from.*

*Of* is used with the following verbs, adjectives and nouns:

*Accuse of; remind of; rob of; approve of; complain of; repent of; deprive of; take leave of; take advantage of; cure of; heal of; taste of; smell of; despair of; die of; cleanse of; purge of; persuade of; convince of; get rid of; ask of (a question, a favour of a person); demand of; expect of; inform of or about; talk of or about; know of or about; consist of (compare with consist in; e. g. The book consists of many parts. My work consists in teaching young children); be full of (a common Russian error—full with); be sure of; be certain of; be afraid, glad, ashamed, tired of; independent of; jealous of; typical of; characteristic of; capable of; liberal of; worthy of; sensitive of; ignorant of; proud of; love for, to or towards a person; love for, of a thing; hatred of (for a person); hope of; thirst of; horror of; fear of.*

*From* or *of* are used in the following expressions: *From my point of view, to paint from nature is more agreeable than to make copies. He came to see me from time to time (occasionally). He always works well of his own accord, of his own free will.*

### Exercises.

Fill in the spaces with the prepositions *from, of*:

- 1) The Neva flows ... Ladoga Lake into the Gulf of Finland. 2) The chief products obtained ... milk are butter and cheese. 3) The majority of old people suffer ... weak hearts. 4) The United States produces about one-half ... the tobacco ... the world. 5) The import ... tobacco to Great Britain comes chiefly ... the United States. 6) Western Europe gets its moderate rainfall chiefly ... cyclones. 7) The tomato was introduced into

England ... its home in South America in the 16th century. 8) All fruits are raised ... seeds. 9) Milk consists ... 87 per cent water and 13 per cent solids. 10) Boiled water is free ... disease germs. 11) Sugar is made ... the beet-root and the sugar-cane. 12) There are fewer and fewer villages in the Soviet Union remote ... the centres ... population. 13) Most ... the students come ... workers' or peasants' families. 14) Allow me to remind you ... it. 15) This is a landscape typical ... our northern villages. 16) He was robbed ... his purse. 17) The word "Parliament" is derived ... the French "parler". 18) It is difficult to dissuade people ... undertaking something, if they are convinced ... the benefit ... it. 19) "Learning communism ... communist books without work and struggle is worth absolutely nothing" (Lenin). 20) The methods used by us are different ... those used in other countries. 21) Allow me to ask a favour ... you. 22) The Soviet Union is growing independent ... imports. 23) This exercise is full ... mistakes.

### § 106. *On, upon.*

Place: *The teapot and cups are on the table. They threw him on the ground. London lies on the river Thames. I live on the second floor* (and not "in the second floor" — a common Russian mistake); but: *I live in the second storey.*

Time: *We arrived on Tuesday, on a fine summer night, morning, day, etc.; on the fifth of October.*

Note. *Upon* may be used in the same way as *on* except in special idioms. *On* is the commoner word, especially in colloquial use. *Upon* is preferred when the preposition follows the object; e. g. *Nothing to depend upon; something interesting to look upon.*

*On* and *upon* are used with the following verbs: *speak, write, lecture on a subject* (e. g. *on historical materialism*, etc.); *decide on, upon; insist on, upon; take vengeance on a person; congratulate a person on* (and not "with"); *take pity on; have mercy on; hit a person on the head*, etc.; *inflict a wound on, upon; condole with a person on his loss; depend on, upon; to be dependent on; to be keen, determined on something; keep an eye upon; count on; rely on; confer, bestow a thing on a person; live on, upon; feed on; go on* (continue); *keep on; wait on, upon; look on, <sup>1</sup> upon; carry on<sup>1</sup>; get on<sup>1</sup>*, e. g. *I am getting on with my English pretty well. The sowing campaign is being carried on all over the Union. He looked on while the aeroplane was taking off.*

#### Exercises.

I. Fill in the spaces with *on* and use the expressions thus formed in sentences of your own:

1) Our director went to Moscow ... business. 2) I am not ... the staff yet. 3) To be ... duty ... board a ship in bad weather would be hard for a landsman. 4) ... reaching our destination we found that we had covered 15 miles ... foot and ten ... horseback. 5) I was surrounded ... both sides, ... the right and ... the left. 6) The house is ... fire. 7) I shall

<sup>1</sup> Here *on* is an adverb.



buy this fountain pen ... condition that it works well. 8) You must ... no account go out till you are quite well. 9) I work 6 hours a day ... an average. 10) What is your opinion ... this subject? 11) I am never at a loss what to do; ... the contrary, I am getting ... very well in life. 12) I spoke to him ... the telephone the other day. 13) A new typist was taken ... trial. 14) Do you insist ... my taking music lessons? 15) A series of meetings were held ... the occasion of the 18th Party Congress.

II. Translate the following into English:

1) В дождливые дни приятно сидеть дома. 2) В одно прекрасное летнее утро наша экспедиция отправилась в горы. 3) Мы поздравляем вас с успехом. 4) О чем читает лекции этот профессор? 5) Эта книга о Ленине? 6) Все зависит от вас. 7) В каком этаже вы живете? 8) Вы в штате? 9) В среднем мы читаем 100 страниц в месяц. 10) Приятно кататься на коньках в солнечный морозный день.

*For* is used with the following verbs, adjectives and nouns: *leave for*; *start for*; *set out for*; *be bound for* (e. g. *the ship is bound for New York*); *sail for* or *to*; *long for*; *care for*; *account for* (explain); *look for*; *to seek for* or *after*; *jump for joy*; *search for* or *after*; *famous*, *noted*, *remarkable*, *notorious*, *fit*, *sufficient*, *proper for*; *enough for*; *ready for*, *responsible for*; *difficult for* or *to*; *have respect*, *affection*, *reverence*, *regard for anyone* (*pay regard to*); *have a liking for anyone* (but we say: *I have taken a great liking to him*); *love for* (or *of*); *hatred for* (or *of*); *necessary for* (or *to*); *convenient for* or *to*.

### Exercise.

Fill in the spaces with the preposition *for* and use the expressions thus formed in sentences of your own:

1) He would not do it ... fear of being punished. 2) Good-bye ... the present; ... how long are you going away? 3) When may we hope ... your return? 4) The children jumped ... joy when their young teacher came back. 5) Have you come here ... good? 6) "The Red Arrow" leaves ... Moscow at 12.30 a. m. 7) How can you account ... such warm weather in the middle of winter? 8) We have a great liking ... our teacher. 9) They don't care ... that sort of thing. 10) It is taken word ... word from the official program. 11) As I have mislaid my note-book I must look ... it somewhere. 12) You must not jump over deep ditches even ... fun.

### § 107. *Above, over.*

The uses of *above* and *over* being various, they are sometimes difficult for Russian students of English:

a) *The first floor is above the ground floor. My sister lives above us* (overhead, upstairs). *He is above suspicion, criticism*, etc. (out of reach); *as (it) was remarked above* (earlier).

b) *It is pleasant to have a shelter over one's head on a stormy night. He walked very quickly with an umbrella over his head. You cannot see anything if you hold your hand over your eyes. A deep blush spread all over his face* (covered the whole surface). *A man fell over*

the edge. Look **over** his shoulder. The house is **over** the way. Take it **over** to the post-office (across or to the other side).

**Over** is used with the following verbs: *read, count over. Talk, think over the matter* (discuss). *Turn, bend, knock over*, etc. (produce a reverse position, upside down), *stumble over*. **Over again** is used after verbs in the sense of *repeat*; e. g. *write it over again*.

**Note.** *Above* and *over* are sometimes used interchangeably. *The sky is above us, or over us. The bird flies above the wood, or over the wood.*

### Exercise.

Fill in the spaces with the prepositions (adverbs) **above** and **over**:

1) We are going to talk ... the question mentioned ... 2) The ceiling is ... us. 3) The lamp is ... the table. 4) The czar of Russia tyrannized ... his subjects. 5) Many new plants are being built all ... the Union. 6) My sister lives ... the road. 7) We should not suspect that which is ... suspicion. 8) Two thousand soldiers went ... to the revolutionary army. 9) Kazbek is ... 5000 feet ... the sea level. 10) As you have written this exercise badly, you must write it ... again.

### § 108. *Below, under, beneath.*

**Below, under, beneath.** Although there is a fairly clear distinction between the first two prepositions, the present day tendency allows **under** to encroach. **Below**, like its contrary **above**, implies difference of level.

**Under**, like its opposite **over**, implies superposition and subjection. Compare: 1) *The boat **below** ('ниже') the bridge* (down stream). *The boat **under** ('под') the bridge* (with the bridge overhead).

**Beneath.** *In tsarist Russia officers of the guard could not marry **beneath** their rank. It is **beneath** any man to take advantage of one weaker than himself* (too low, too mean).

**Note 1.** Apart from this meaning **beneath** is a poetical substitute for **below** and **under**.

**Note 2.** Remember the expressions: *Many factories are being built **under** the plan. There are many factories **under** construction. This house is **under** repair.*

### Exercise.

Fill in the spaces with **below, under, above, over, beneath**:

1) Is the ground floor ... or ... the first floor? 2) Gorky lies on the Volga ... Stalingrad. 3) It was clear that the man would sink ... the heavy load, and only his head would appear ... the water. 4) Academician Joffe had many young scientists working ... him. 5) Children ... sixteen years of age are not admitted to the theatre. 6) There is a lovely view from my room, — snow-clad mountains and ... them rich pastures and dark green woods. 7) The floor is ... us and the ceiling is ... us. 8) His behaviour is so mean, that it is ... contempt. 9) It is forbidden to ski on the Neva ... the bridges. 10) What can we do ... the circumstances? 11) Leningrad is ... Schlusselfburg. 12) Our house is ... repair now. 13) Our village lies at the top of the hill; the river is ... it.



### § 109. *After, behind, beyond.*

a) *In Autumn it is quite dark after 5 o'clock (time). One student after another entered the classroom (order).* b) *Somebody is standing behind the screen (place). There is a large garden behind our house (place).* c) *Serpukhov is beyond Moscow (past, outside). It is beyond me. He works beyond measure (exceedingly). You have prospered beyond me (surpassing).*

#### **Exercises.**

I. Fill in the spaces with *after, behind, beyond*, and previous prepositions:

1) If you go ... the South, you will see no woods ... Kharkov. 2) One factory ... another went out ... the streets to take part ... the demonstration. 3) People who live ... their income leave nothing but debts ... them. 4) It is ... doubt. 5) I live ... the station. 6) Children are well looked ... by our Government. 7) Somebody is walking ... me. 8) Shut the door ... you. 9) All should be quiet ... 12 o'clock. 10) The wall is ... us.

II. Translate into Russian the following idiomatic expressions and use them in sentences:

1) I don't know what he is after. 2) The child takes after his parents. 3) We are far behind in our preparations.

### § 110. *Between, among, amongst, amid, amidst.*

*Among the blind the one-eyed man is king (more than two). To choose between two evils. Let us divide this sum among us five.*

**Note 1.** When two or more words are joined by "and", *between* must always be used: *Let us divide this sum between A and B. What are the relations between England, Germany and France?*

**Note 2.** *Among* is the more usual word; *amongst* is more poetic.

*Amongst* is more usual before vowels; e. g. *amongst us, amongst airmen*, though the forms: *among us, among airmen*, are also very frequent.

*Amid, amidst* (in the middle) are both literary words. They denote simply position where one object (in the middle or midst) is surrounded by others, while *among* denotes a mingling, so that one object is intermingled (literally or figuratively) with others: *A sapling amidst the bushes; amidst difficulties; amidst disorder; among the arguments; among the scientists.* We never say *amid friends*, but we say *amid enemies* because of the idea of separation or distinction.

#### **Exercise.**

Fill in the spaces with *between, among, amongst, and amidst*:

1) The Irish Sea is ... Ireland and England. 2) When Lenin arrived in Russia after his exile abroad, he found himself ... his numerous friends. 3) Papanin and his colleagues remained ... the ice and snow of the Arctic about a year. 4) Those who live ... Americans acquire an American pronunciation. 5) From the top of the cliff we could see a white house ...

the orange groves. 6) Many pamphlets were found ... the books. 7) I was ... my friends. 8) One instance ... many. 9) This work can easily be divided ... Ivanov, Petrov and Sidorov. 10) The Montessori system gives the child a choice ... different activities. 11) The man spoke on different topics without any connection ... them. 12) If his work is well done, the teacher will stimulate ... his pupils a desire to learn.

### § 111. *During, within.*

*Students should not smoke during lessons. During the general strike in London in 1926 the buses were run by students (throughout the continuance of). This task will be completed within a fortnight. Many houses will be built for the workers of Leningrad within 3 or 4 years (in less than, before the expiration of). Compare: He will do it in an hour's time. He will do it within an hour's time. Within may also refer to place; e. g. safe within the walls, within doors.*

#### **Exercise.**

Fill in the spaces with the prepositions *during* and *within*:

1) I awoke repeatedly ... the night. 2) Nobody is allowed to work ... the break. 3) The delegates of the 8th Congress of the Communist International visited many factories ... the summer. 4) There are many things which are not yet ... the power of man. 5) Kronstadt is ... sight from the top of St. Isaac's. 6) You should keep ... your income. 7) He will do it ... a year. 8) After the October Revolution all was changed ... a year. 9) Luga, a very good health-resort, is ... easy reach of Leningrad.

### § 112. *Till, until.*

*Till* and *until* (up to, as late as) are used for time only. *The Imperialist War began in 1914 and lasted till 1918. I waited for you till 8 o'clock.*

**Note 1.** *Till* is now the usual form; *until* (preposition and conjunction) is chiefly used when the clause or phrase precedes the main clause. *Until I come home, do not go out. Until the beginning of the Revolution, my family lived in Moscow.*

**Note 2.** *Till* can never refer to place — a common Russian error ('до угла', 'до моста'), e. g. "I shall go with you till the bridge". "He took me till Hyde Park"; — should be *as far as*.

**Note 3.** *Till* is sometimes substituted by *to* in the combination *from—to till* (referring to time). *The lecture will last from 10 to 12 o'clock. Remember the expressions: From sunrise till sunset. From morning till night.*

### § 113. *Around, round.*

The present-day tendency is to employ *round* instead of *around*, except in special cases. *Around* is still used in the following expressions: *Around and about, all around. All around were the signs of decay (everywhere). The uses of round: The earth turns round<sup>1</sup> on its axis. She has a shawl round her shoulders. The club is round the corner. Cinemas are open all the year round<sup>1</sup>.*

<sup>1</sup> *Round* is an adverb here.



## § 114. Out of.

*The bear fell into the pit and could not get out of it. When the fire broke out, all the people rushed out of the house (the opposite of into). I went there out of curiosity (the motive of an action).*

### Exercise.

Answer the following questions, noting the idiomatic expressions with *out of*; make your own sentences with these expressions:

1) Does the capitalist government help the workers when they are *out of work*? 2) What do you do with your sewing machine, when it is *out of order*? 3) What would you say about a student who passes two examinations *out of ten*? 4) Can you sleep *out of doors* in summer? 5) May electricity put steam engines quite *out of use*? 6) Which book is *out of print*?

## § 115. Against.

*The struggle of the oppressed against their oppressors (in opposition to). The dome of St. Paul's stands out so clearly against the fading sky (in contrast to). A motor car ran against a rock (came into collision with). I have put by nothing against a rainy day.*

## § 116. Across, along, through, over.

1) *We sail, row or swim across the river. We go across the bridge. We ride across the field.* 2) *We go along the bank of a river.* 3) *We go through the wood* (i. e. we start from open ground on one side and come out on to open ground on the other side).

Compare: *We took a long walk in the woods. We went through the wood. We ride over a field. A new wave of strikes is spreading fast over the capitalist countries* (throughout the whole extent of).

### Exercises.

Fill in the spaces with suitable prepositions:

I. 1) I shall meet you ... the corner ... Nevsky Avenue ... 3 o'clock. Do you generally live ... the country ... summer? Yes, I do, I generally spend my vacations ... the seaside; last year, however, I was ... the mountains. You should not work ... night; it is much better to get up early ... the morning. I thought you were ... the theatre last night, but it seems you were ... home. Who is sitting ... the table? Are there any drawers ... the table? Look ... the map. Why, you seem to be surprised ... seeing that all the names ... it are written ... English.

2) Go ... the water. Is it cold ... the water? The director has gone... Moscow. Would you like to live ... Moscow? Stop playing with this cup, you will break it ... pieces. Father went ... his study and remained ... it for half an hour.

3) Don't stay out in the storm, you may get struck ... lightning or... a falling tree. It may strike you ... one of its branches as it falls. The enemy destroyed the city ... fire. Kirovsk is surrounded ... mountains.

Metal is corroded ... acid. It was done ... the pupils ... the teacher's assistance. Vegetables and fruit are sold ... weight.

4) Is your professor ... town? No, he has left ... Moscow, and will stay there ... a fortnight. Many people have died ... the revolutionary cause. ... how much did you buy this coat? Wait ... me; I shall come ... a minute.

5) My father is suffering ... a weak heart. I bought this book ... my friend. Her mother has just died ... consumption ... the age of 54. It is 15 kilometres ... our village ... the station.

6) The paper must have fallen ... the floor, look ... it there. What does this man lecture ... ? What is your opinion ... such matters as these? We had supper ... coming home. I saw him ... Tuesday.

7) They spoke ... many things. Do you ever think ... me? I have heard ... it several times. I shall tell you ... my plans. My friend has fallen ill ... scarlet fever. I am much troubled ... her.

8) There are many bridges ... the Neva. Jump ... the wall and let us take a walk ... the fields. What is ... us? The ceiling is ... us. Children ... sixteen cannot go ... evening performances.

II. 1) I was ... my sister's yesterday. 2) Up ... now nothing has been settled. 3) I live ... the river. 4) ... rainy days people prefer to stay ... doors. 5) ... a cold winter's day the frost chills us ... the very marrow ... our bones. 6) People who suffer ... gout should not eat meat. 7) Birds build their nests ... the branches ... trees. 8) Very many people were killed ... the Imperialist war. 9) Many women are drawn ... industry. 10) Ocean liners often render help ... aeroplanes. 11) ... beginning ... end the Soviet educational system is built ... the study and participation ... human labour. 12) Educational enthusiasm swept ... the country ... the Revolution. 13) When higher institutions were opened, the students flowed ... them ... thousands. 14) You are a good swimmer, can you swim ... the Neva? 15) To spend one day ... the week ... the open air is a necessity ... everybody. 16) Leningrad ... a population of 3,000,000, is situated ... the Neva River ... the head of the Gulf of Finland. 17) Leningrad is connected ... the centres of production ... railway. 18) The seat of the Government was transferred ... Leningrad ... Moscow. 19) ... such an immense area as the Giant State Farm harvesters must be used. 20) The size of the plough that is used will depend ... the character of the land. 21) About a fortnight ... the sowing, the first leaves appear ... ground. 22) Milk contains ... an average 3.5 per cent of fats. 23) Ivanovo is noted ... its textiles.

## § 117. Special Difficulties in Prepositions.

Discriminate between the following:

*At the house, in the house.*

All the ceilings ... my house have just been whitewashed. I have some people staying ... my house.

*At the beginning, in the beginning; at the end, in the end.*

There were many empty seats ... the beginning (... the end) of the concert. ... the beginning (... the end) I felt bored.



*At a distance, in the distance.*

Our little village is situated ... a distance of 5 miles from the railway station. You live ... some distance from here. Can you see anything ... the distance?

*At the moment, in a moment.*

... the very moment of our departure we found that we had left behind some of our documents. ... a moment they were brought to us.

*At the time, in the time (the epoch).*

Russian women began to take part in social life ... the time of Peter the First. Russia ... that time was a very backward country.

*At the age, in the age (the epoch).*

He died ... the age of 54. He died ... the age of great industrial changes.

*At the corner, in the corner.*

You seem most uncomfortable sitting ... the corner of the table. Is there anything ... the corner of the room?

*At the bottom, on the bottom.*

There is some water ... the bottom of the glass. There is a spot ... the bottom of the glass (outside).

*At the same time, in the same time.*

You and I reached Leningrad ... the same time; i. e. at 10 a. m. (в то же время). You and I reached Leningrad ... the same time; i. e. in two hours ('за то же время').

*At the place, in the place.*

If I were ... your place I should act differently. We met ... the same place.

*In the picture, on the picture.*

... this picture we see a farmer with his family. The ink got spilt ... the picture and spoiled it.

*Through the window, out of the window.*

The window is closed, look ... it; it is open, look ... it.

*In the sun, on the sun.*

There are some spots ... the sun. I like to bask ... the sun.

*In the south, on the south (north, west, east).*

... the south the Soviet Union is bordered by the Black Sea. It is hot ... the south.

*Is made of, is made from.*

This hat is made ... straw. This hat is made ... some straw which I bought by chance.

*To play to play at, to play on.*

Do you **play** ... the piano? He plays ... hockey in winter and ... football in summer. I do not like to play ... cards. Children like to play ... hide-and-seek. Do not play tricks ... others.

*To be tired of, to be tired with (tired with — physically tired).*

Those people who like to dance may be tired ... dancing, but are never tired ... dancing.

## § 118. Prepositional Phrases.

Translate the following prepositional phrases into Russian:

1) **As for** me (for my part) *I shall do everything I can.* 2) **As to** that (as regards) *we shall see about it later.* 3) *I could not go out because of* (by reason of) *my illness.* 4) *The prisoner was punished in accordance with the law of the country.* 5) **According to** the last report the production of our factory has greatly increased. 6) **Thanks to** the favourable climate, the Crimea can grow many kinds of fruits and vegetables. 7) **In addition to** 50 dictionaries just bought, our library will get another 50 copies. 8) **But for** the umbrella I should have been quite drenched. 9) *We have social insurance in case of sickness and accident.* 10) **Up to now** we have read only a few books. 11) **In spite of** unfavourable climatic conditions some vegetables are now grown in the Far North. 12) *There are forty classrooms in our new institute apart from three large lecture halls.* 13) *Galvanized iron is often used instead of aluminium because it is cheaper.* 14) *I shall not arrange more classes in view of the approaching winter vacation.* 15) *Telephones reproduce sounds at a distance by means of electricity.* 16) **Owing to** the acute economic crisis there is general unemployment throughout the capitalist countries of Europe and America. 17) *While giving a lesson, the teacher generally stands in front of the pupils.* 18) **Due to** the discovery of the law of gravity, great progress has been made in science.

### *Exercise.*

Fill in the spaces with prepositions and prepositional phrases:

1) Some motor boats are driven ... electricity. 2) The communist parties of the world lead in the struggle ... the unemployed. 3) ... the last census only one third of the population of the United Kingdom lives in the country and tills the ground. 4) The flight has been abandoned ... bad weather. 5) I have handed over some documents ... the rules. 6) All the doors are shut and the windows closed ... your instruction. 7) ... your help I can read English now. 8) ... the new stations which have been built all over the Union, a large number of sub-stations have been put into operation. 9) ... this translation, we shall do it later. 10) I see my pupils ... me. 11) We shall succeed ... the difficulties in our way. 12) Many factories and mills in capitalist countries are being closed ... the economic crisis. 13) The ship sank ... a leak. 14) The trusts in our country are controlled ... general policy.



## General Exercises.

- I. Explain the term preposition. How does a preposition differ from a conjunction and from an adverb?
- II. Which prepositions denote: a) motion forward; b) rest at? (Give examples.)
- III. Give prepositions representing different relations of time and place. Give examples.
- IV. State what prepositions are used with the following words:

a) **Verbs:** go, come, arrive, return, provide, stay, congratulate, fall ill, suffer, boast, decide, die, hint, lecture, subscribe, apologize.

b) **Adjectives:** pleasant, kind, useful, necessary, convenient, difficult, important, it is the same.

c) **Nouns:** love, respect, pride, influence, liking, doubt, exception, arrival, search.

- V. Fill in the spaces with suitable prepositions (or adverbs) where necessary:

1. 1) Look ... this picture. How well the painter has caught the look ... horror ... the man's face. 2) My school is ... half-an-hour's distance ... my house. 3) ... this picture are represented a worker's family ... their supper. 4) We are astonished ... her way of acting. 5) My hands are blue ... the cold. 6) When I was ... the South ... summer I met ... many friends ... Leningrad. 7) When we were quite near ... the station, we saw a shabbily dressed man approaching ... us. 8) Rice is as popular ... the Japanese as macaroni ... the Italians. 9) Fish has been a staple food ... the earliest times. 10) ... some unknown period cooking ... heat was discovered, probably ... accident.

2. A week ago we went ... the country ... the day. As soon as we got ... the train, we went ... the bridge; then we roamed ... the fields; then we went ... the highroad ('no шоссе') ... the old farms. When we were tired ... walking, we sat ... the grass. Some of our company climbed ... the trees. The others got ... an old boat lying ... the water's edge and tried to row, but there was a leak ... the boat. Very soon we set ... for home, but we had not gone far, when a terrible thunderstorm broke ... We were drenched ... the skin and were obliged to ask ... shelter ... the nearest farm. When the storm was ... , we left ... the kitchen door and started ... the station. A boat took us ... the river and ... half-an-hour we were ... home.

- VI. Translate the following into English:

1) Кто сейчас вышел через дверь? 2) После окончания урока ученики выбежали на улицу. 3) Крым защищен горами с севера. 4) Я закончу свою работу в течение ближайших двух дней. 5) К 12 часам все было тихо. 6) Сани скользят по снегу. 7) На песке было много следов. 8) Птица взлетела в воздух. 9) Из-за угла показалась работница с ребенком на руках. 10) В хорошую погоду на улице бывает много народу. 11) Мы сговорились пойти в театр. 12) Этот пароход отправляется в Одессу. 13) Мне все равно, в котором часу мы будем обедать. 14) Рабочие поправляют свое здоровье в различных санаториях. 15) Урожай зависит от способа обработки почвы.

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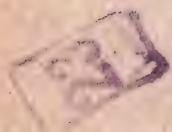
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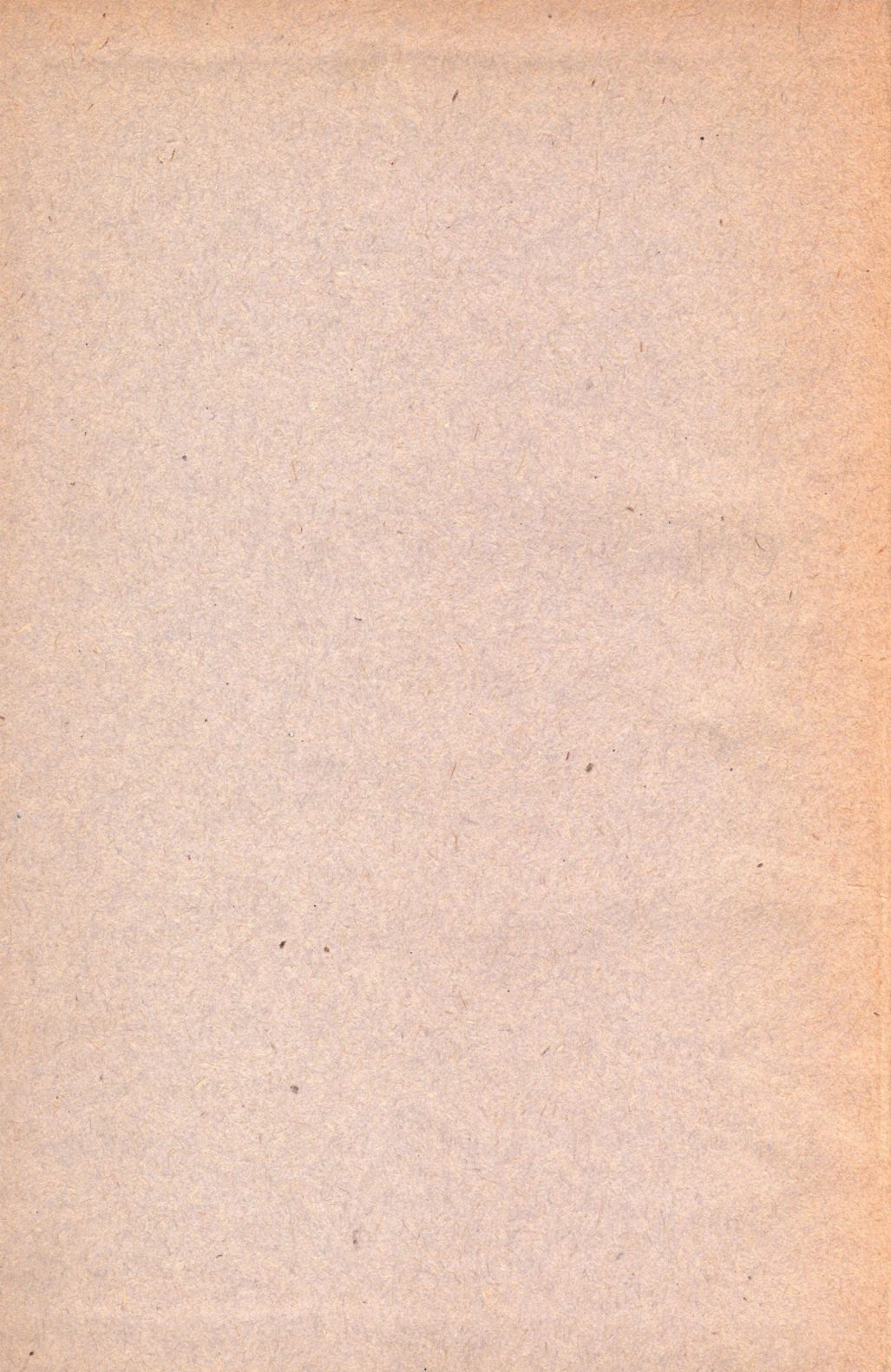
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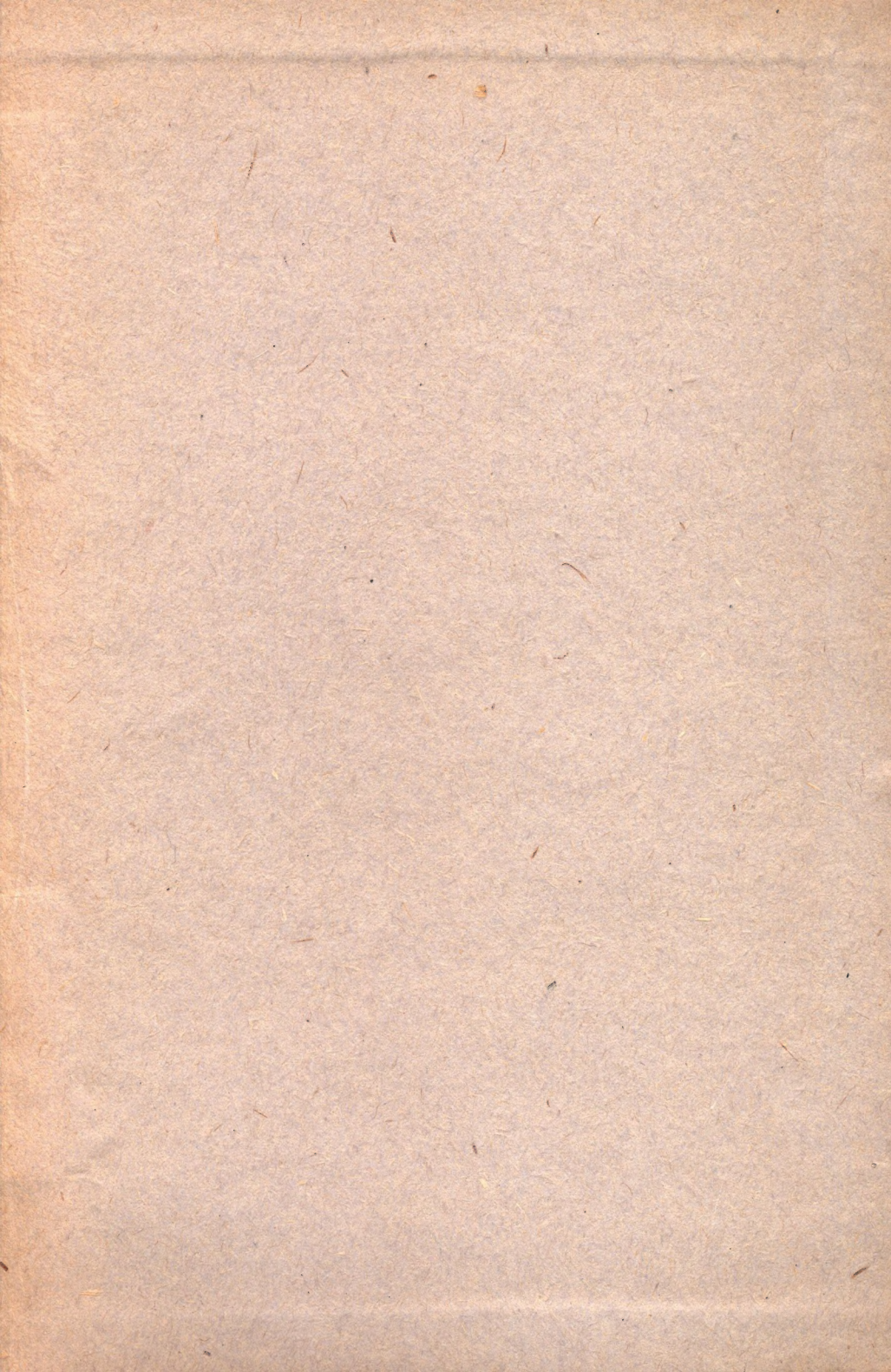
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